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ABSTRACT

This project was conducted to identify unique competencies required by special education aides (teacher aides) and other caregivers of young children with special needs. Through a literature review, six nationally or state published competency lists were found, along with other lists published by various community colleges. The lists were analyzed and collated to remove duplications. The list was then submitted to, and rated by, an advisory committee, using the Delphi technique. Following the input from the advisory committee, the competency list was put into the form of a questionnaire using a seven-point rating scale. This questionnaire was sent to a sample of 206 professional and paraprofessional public school special education personnel throughout Texas. When a majority (56 percent) of the initial questionnaires were returned, the responses of participants were added to the questionnaire and it was returned to the respondents for additional review. Those items which received the greatest consensus of approval were selected for inclusion in the final competency list produced by the project. (The competency list and questionnaires are included in this document.) (KC)

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IDENTIFIED COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES (TEACHER AIDES)

Prepared By The Child Development Department San Antonio College

for the TEXAS EDUCATION AGENCY

CE 039734

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Researching Competencies for Special Education

Educational Aides (Teacher Aides)

INTRODUCTION

The use of paraprofessionals in special education to provide direct services to handicapped children has grown phenomenally in the last ten years. A decade ago the Director of Special Education of the Texas Education Agency reported in a national survey conducted by the New Careers Training Laboratory, National Resource Center for Paraprofessionals in the Special Education at the City University of New York (Gartner, 1974) that over 4900 paraprofessionals were employed throughout Texas in public school settings. A more recent survey conducted by TEA indicated that some 10,000 teacher aides would be needed in the 1980's for the Texas public schools to provide full service to all handicapped children as required by P.L. 94-142- The Education for All Handicapped Children Act.

A comprehensive review of the literature from 1957-1977 (Fafard, 1977) on the paraprofessional movement in Special Education concluded that:

- the usefulness of paraprofessionals in special education was substantial;
- trained paraprofessionals had a direct impact on the quality of service delivery to handicapped children;
- there was a definite trend toward competency-based approaches to training; and

- Overall, the support for trained paraprofessionals delivering instruction directly to handicapped children was overwhelming.

With additional responsibilities given to special education teachers and support personnel in the areas of administration, classroom management, and individualized program planning as mandated by both state and federal legislation, the range of duties entrusted to the paraprofessional have included more tasks of an instructional nature. Regardless of the paraprofessional's title--he or she may be called teacher aide, communication therapy technician, mental health/mental retardation technician--it is clear that the paraprofessional staff member has a job description that goes far beyond housekeeping chores and routine clerical duties.

According to the latest findings of the National Resource Center for Paraprofessionals in Special Education, eleven states including Texas have instituted a state-wide certification plan for special education paraprofessionals (Humm and Pickett, 1981).

As the need for trained paraprofessionals to work with handicapped children has grown rapidly in Texas, so has the desire of vocational educators to provide the necessary competency-based education within the community college structure. Most notably this effort has been facilitated by Dr. Deanna Tate and her staff at Texas Women's University who provided training for community college child development instructor's throughout the state to understand the needs of handicapped children and design adequate training for child care workers

in public and private child-care centers as well as public-school based paraprofessionals.

PROJECT OBJECTIVES

The major objectives of this project are to:

1. Appoint a project technical advisory committee composed of three post-secondary teacher aide/special child program personnel, one special education paraprofessional, and one special education director/supervisor.

2. Identify competencies required by special education educational aides (teacher aides) and other caregivers of young children with special needs, which are unique in serving handicapped children.

3. Develop a system of assessment and recognition based upon the established competencies.

4. Field-test the competency list and establish the viability of the assessment and recognition system.

5. Establish the competencies and recognition system as an integral part of the existing child care/development and paraprofessional (teacher-aide) vocational education programs.

PROJECT METHODOLOGY

The project research assistants, Cherryl Fikes and William Shinder, conducted an exhaustive review of the literature to determine existing special education paraprofessional competency lists. Competency list utilized included the following:

- Paraprofessional Competencies from the Kellogg Model Curriculum Project, Meyer Children's Rehabilitation Institute.

- Kansas State Paraprofessional Training Program.

- National Task Force on Special Education Paraprofessional Certification.
- Louisiana Permit System for Paraprofessionals in Special Education.
- Texas Department of Mental Health/Mental Retardation Task Analysis to Identify Competencies needed by paraprofessional staff.
- Paraprofessional Model Training Program prepared by New Careers Training Laboratory, City University of New York.

Numerous additional competency lists, most notably those utilized by various community colleges throughout the nation, were analyzed; it was discovered, however, that the major lists mentioned above included all the competencies of any of the other lists.

Next, all of the competencies were recorded on separate three by five index cards, coded to indicate the source then duplicate listings of a competency were eliminated. The remaining competencies were grouped and regrouped until a systematic inclusion of all non-duplicated competencies was accomplished under appropriate major categories. Figure 1 lists the categories of competencies for Special Education Paraprofessionals developed for use in this research study.

Categories of Competencies

for Special Education Paraprofessionals

I. Develops Personal and Professional Competence

II. Demonstrates Interpersonal Skills

A. Communication Skills

B. Staff Relations

C. Advocacy Skills

D. Home-Center Community

E. Student-Self Relations

III. Evaluates and Develops Philosophy of Working with Children with Special Needs

IV. Understands Legal and Program Issues

V. Demonstrates Skills in Observing and Recording Behavior; Screening and Assessment

VI. Utilizes the Individual Education Plan Approach

VII. Works Appropriately in The Learning Environment

A. Within the Classroom Instructional Skills

B. Clerical/Support Skills

C. Develops Instructional Materials

D. Demonstrates appropriate Teaching Techniques

VIII. Individual and Group Management of Student Behaviors

IX. Responds to Health and Safety Issues

X. Human Development; Typical & Atypical

Fig. 1

Advisory Committee Input

With the assistance of Dr. Carroll Parker, Post-Secondary Consultant, Texas Education Agency, an eleven-member advisory committee was established. Appendix A provides a directory of advisory committee members and samples of materials provided to the committee prior to and at the meeting on November 9, 1983. An analysis of the minutes of the committee meeting and written responses from committee members indicated that, as a whole, the committee felt that the initial draft of competencies was quite complete except in the area of multi-cultural awareness. Dr. Elena Ludaris, a Special Education Supervisor for the Edgewood Independent School District, San Antonio, Texas, provided the project research assistants with appropriate competencies in that area of concern as did Dr. Marjorie Kassier, Assistant Professor, College of Education and Clinical Studies, Our Lady of the Lake University, San Antonio, Texas.

The Delphi Technique Questionaire

The project was designed to utilize the Delphi Technique as a valid method for soliciting and combining the opinions of a group of experts. Dalkey (1969) listed three features of this methodology that serve to alleviate the major difficulties of the traditional face-to-face discussion or interview technique:

1. Anonymity which prevents the influence of dominant individuals which might arise in a group situation.

2. Controlled feedback which reduces the confusion and interference in communication which occur in a group setting.

3. Statistical group response which reduces group pressure for conformity which might occur in a group situation and serves to assure the final response of every group member represented.

The Delphi Technique was developed by Dalkey and Helmer while they were working at the RAND Corporation in the mid 1950's. One of the most extensive uses of this method has been in the field of education, particularly to delineate competencies needed by various administrative and teaching personnel (Hudson, 1974)

Canup (1975) states that the Delphi offers the following advantages to achieve consensus on rating scales:

1. Delphi allows for a minimum amount of time for panelists to review the information presented.

2. Delphi allows for an open-ended questionaire in order to permit panelists to add information they believe to have been omitted from the initial list.

3. Delphi enables the panelists to review the group statistical response with respect to and apart from their own perceptions.

4. Delphi enables the panelists to re-examine their previous position and to change their opinion with out having to justify their change to any group member.

5. Delphi offers a methodology proven to be at least as effective as face-to-face discussions and generally more effective.

Following the input from the advisory committee, the competency list was put into the form of a questionaire using a seven point rating scale with a rating of one indicating strong disagreement and a rating of seven indicating strong

agreement. Appendix B contains a copy of the Round I Questionaire with instructions and accompanying letter. The questionaire was sent to a large sample of professional and paraprofessional public school special education personnel throughout the state. Figure 2 gives a geographical breakdown of respondants to the Round I Questionaire. This initial questionaire allowed respondants to add any competency they felt had been overlooked in the research process. No additional competencies were added to the open-ended questionaire.

When a majority of the initial questionaires was returned, then the research assistants computed the median (Q_2) and interquartile range (Q_1-Q_3) for each statement in Round I. The quartile interval, Q_1- Q_3, identified the middle 50 percent of the responses. The size of Q_1- Q_3 indicated the degree of consensus reached among the respondants. The smaller the quartile interval, the greater was the degree of consensus reached. The purpose of the statistical treatment for Round I was to allow all participants to view the responses of the other participants in order to reach consensus regarding competencies needed by special education educational aides.

The Round II Questionaire (Appendix C) was identical to Round I with the exception being the addition of the median and interquartile range as computed from the responses to Round I. The instructions included with Round II presented an example for interpretation of the median and interquartile range. In addition, the individual's response to the Round

GEOGRAPHICAL DISTRIBUTION OF SAMPLE POPULATION

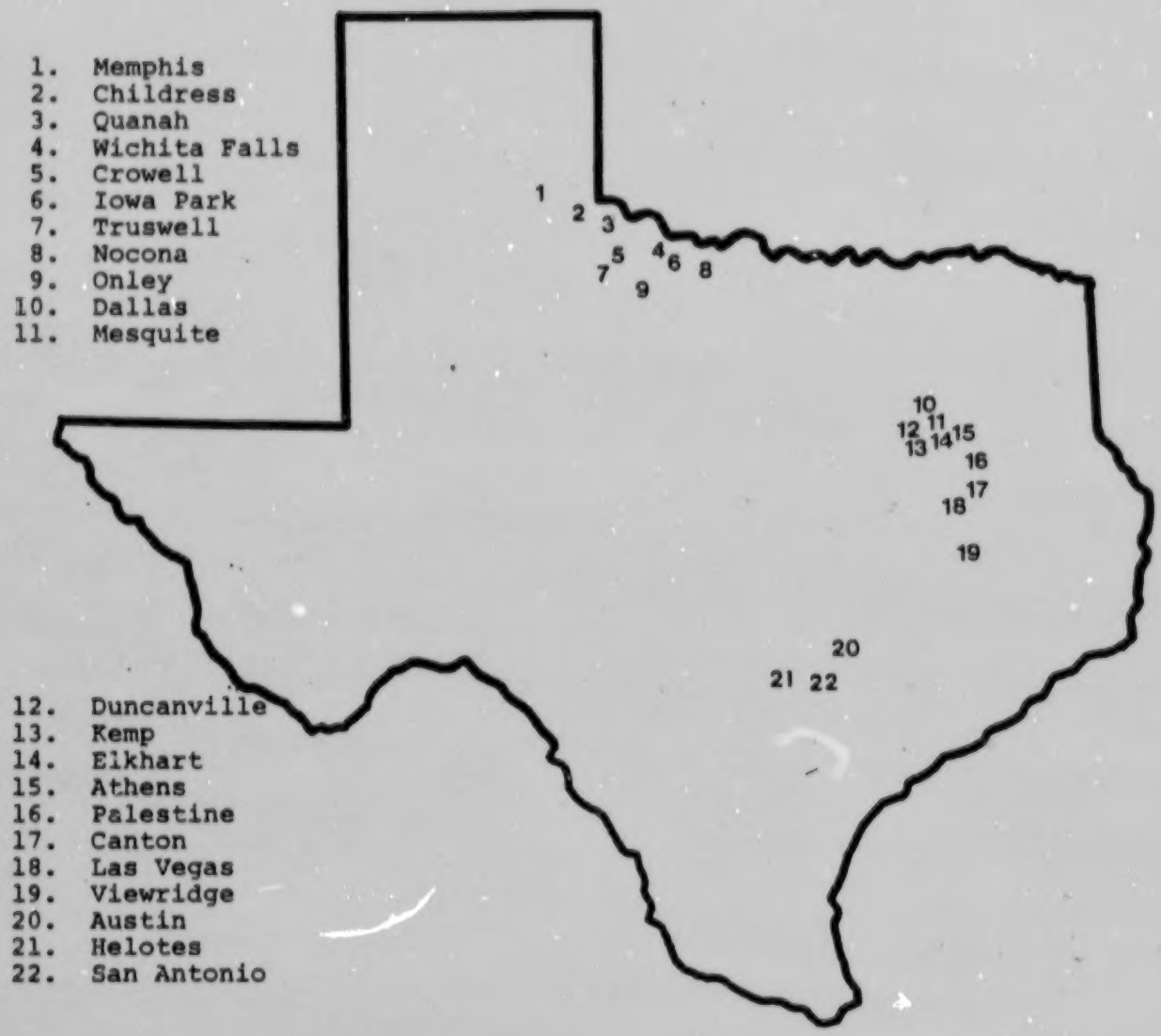

FIGURE 2

I Questionaire was hand marked in the right margin of the Round II Questionaire so that the respondant could also review his/her previous response. Thus, the purpose of the Round II Questionaire was to bring about a convergence of opinion among the special education professionals and paraprofessionals by informing them of the other participants responses.

The median and interquartile range were computed for each statement containted in the Round II Questionaire. Any item reaching an interquartile range of 2.00 or less and having a median of 5.00 or highter was considered a necessary competency for special education educational aides to possess. The following operational definitions were utilized:

1. Interquartile Range (measure of consensus)
   a. 0.00 - 1.00 Highest consensus
   b. 1.01 - 1.50 Very high consensus
   c. 1.51 - 2.00 High consensus
   d. 2.01 - 3.00 Moderate consensus
   e. 3.01 - 7.00 Negligible consensus

2. Median (measure of agreement of likelihood)
   a. 1.00 - 3.00 High disagreement
   b. 3.01 - 5.00 Negligible agreement
   c. 5.01 - 7.00 High agreement

Results

Content validity of an initial composite list of competencies needed by paraprofessionals in special educational settings was accomplished using a technical advisory committee and an initial set of responses from 20 paraprofessionals.

The final draft, including suggestions, additions, and revisions of the committee and initial respondants was in a form to allow use of the Delphi Technique. The first round of the questionaire was sent to 206 paraprofessionals and special education professionals throughout the state of Texas.

Responses from Round I of the questionaire were received from 117 subjects, representing a return rate of 56%. Of the 117 subjects who returned the Round I Questionaire, 84 returned the Round II questionaire also, representing a response rate of 71%. This represents an over-all return rate of 41%.

Upon the return of Round I questionaires, the quartiles were computed for each of the 218 statements on the instrument. The median was the reported Q_2 for each statement. The quartile interval, Q_1-Q_3 contained the middle 50 percent of the responses. This statistical data was superimposed on the Round II questionaire before it was mailed.

Prior to mailing out Round II, all comments from Round I were reviewed by the researchers. No new items had been suggested by two or more respondants for inclusion in the second round; rather, respondants who commented did so in strong agreement or disagreement to statements printed in the questionaire. 84 of the 117 first round respondants returned the second questionaire. This was a 71 percent return rate. Data were tabulated and interquartile ranges

and medians from Round I and Round II were compared. Based on the results of Round II 54 items were below the criteria for inclusion in the final listing.

Table I on the following sixteen pages presents the quartile scores for all competency items for both Round I and Round II of the questionaire with the final decision to retain or delete for each item, indicated by "R" or "D" respectively.

Table 2 lists those competencies that would have been deleted after Round I, but that were retained after Round II. These fourteen items represent a shift in group consensus relative to the importance of those competencies for paraprofessionals. Of these, ten would be unique to paraprofessionals working in a Special education setting.

Table 3 indicates that only one competency item - that of identifying local, state and national advocacy agencies - was retained in Round I but deleted after Round II.

Presented in Table I is a listing of deletions by category. This table indicates that both paraprofessionals and professionals in special education noted a limited role of the paraprofessional in the screening and assessment process as well as a need to understand the legal issues involved in working with special needs populations.

TABLE I

Items with Computed Quartiles

Item	Round I Q's			Round II Q's			Final-Decision
	Q1	Q2	Q3	Q1	Q2	Q3	
1. Being positive and cooperative.	7	7	7	7	7	7	R
2. Being punctual and dependable.	7	7	7	7	7	7	R
3. Being tolerant of a wide range of differences.	7	7	7	7	7	7	R
4. Respecting multicultural differences.	7	7	7	7	7	7	R
5. Being flexible.	7	7	7	7	7	7	R
6. Using good judgement.	7	7	7	7	7	7	R
7. Accepting criticism or suggestions with a mature attitude.	7	7	7	7	7	7	R
8. Practicing good personal grooming habits.	6	7	7	7	7	7	R
9. Displaying good personal mental health.	7	7	7	7	7	7	R
10. Demonstrating perserverance.	7	7	7	7	7	7	R
11. Possessing adequate physical health & stamina for the job.	6	7	7	7	7	7	R
12. Following instructions.	7	7	7	7	7	7	R
13. Keeping information about children and families confidential.	7	7	7	7	7	7	R
14. Complementing the teacher's role.	7	7	7	7	7	7	R
15. Assuming responsibility when appropriate.	6	7	7	7	7	7	R
16. Functioning independently on familar tasks.	6	7	7	7	7	7	R

R- Retained and D- Deleted .

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
17.	Participating in community activities relating to children.	4	5	7	4	5	7	D
18.	Participating in self-enrichment activities.	5	6	7	5	6	7	R
19.	Appreciating and displaying ethical behavior.	6	7	7	6	7	7	R
20.	Understanding and responding appropriately to moral and ethical issues relating to the job.	6	7	7	6	7	7	R
21.	Recognizing own limitations and refering to specialist as needed.	6	7	7	7	7	7	R
22.	Understanding limits of authority.	7	7	7	7	7	7	R
23.	Attending required training workshops.	6	7	7	7	7	7	R
24.	Demonstrating appropriate use of telephone.	5	7	7	5	7	7	R
25.	Using and interpreting non-verbal communications.	6	7	7	6	7	7	R
26.	Explaining the program to others.	5	7	7	6	7	7	R
27.	Preparing reports and other written communications correctly.	5	7	7	5	7	7	R
28.	Establishing and maintaning public relations.	5	6	7	5	6	7	R
29.	Communicating appropriately with supervising teacher and other staff.	7	7	7	7	7	7	R
30.	Explaining needs for supplies and equipment to supervisor.	5	7	7	6	7	7	R
31.	Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job.	6	7	7	7	7	7	R

R- Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
32.	Participates appropriately at staff meetings.	6	7	7	6	7	7	R
33.	Providing constructive criticism of teacher and/or the school to the proper person for positive change.	5	6	7	5	6	7	R
34.	Relating to professional staff specific information the student desires to communicate.	5	7	7	6	7	7	R
35.	Conferring with professional staff concerning student's needs or problems.	5	7	7	6	7	7	R
36.	Communicating effectively with parents.	5	7	7	5	7	7	R
37.	Relating appropriately to various community agencies that serve children with special needs and their parents.	4	6	7	4	6	7	D
38.	Serving when requested as a liason person between school and home, calling parents, scheduling conferences, etc.	4	6	7	4	6	7	D
39.	Supporting school regulations, practices, and policies.	6	7	7	7	7	7	R
40.	Keeping information about children and families confidential.	7	7	7	7	7	7	R
41.	Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.	6	7	7	6	7	7	R
42.	Redirecting or rechanneling inappropriate or deviant behavior of the student.	6	7	7	6	7	7	R
43.	Relating in language understandable to the student, instructions, messages or other information given by professional or other school personnel.	6	7	7	7	7	7	R
44.	Displaying appropriate body language and affect.	6	7	7	6	7	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
45.	Counseling student about consequences of behavior in order to enforce rules and regulations.	5	7	7	5	7	7	R
46.	Counseling student in order to manage behavior problems.	5	7	7	5	7	7	R
47.	Talking with student to discover problem and work out possible solution.	5	7	7	5	7	7	R
48.	Encouraging student to use social and recreational activities designed for re-education and rehabilitation.	5	7	7	5	7	7	R
49.	Explaining rules to new student in order to orient student to new program.	6	7	7	6	7	7	R
50.	Introducing new student to facility, staff and other students.	5	6	7	5	6	7	R
51.	Intervening in dispute between students so as to prevent disorder.	6	7	7	6	7	7	R
52.	Directing or guiding student into activities which provide for release of tension or aggression.	5	7	7	6	7	7	R
53.	Confronting student with inappropriateness of behavior.	5	7	7	5	7	7	R
54.	Understanding the past to gain perspective of special education programs.	5	6	7	5	6	7	R
55.	Awareness of current issues in professional literature.	4	6	7	4	6	7	D
56.	Understanding the concept of least restrictive environment.	5	6	7	5	6	7	R
57.	Relating school-community values and dynamics to program services.	4	5	7	4	5	7	D

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
58.	Describing one's own agency philosophy of special education.	4	6	7	4	5	7	D
59.	Developing a personal philosophy of special education.	5	6	7	5	6	7	R
60.	Listing and defining legrl responsibilities on the job.	4	6	7	4	6	7	D
61.	Understanding Sec. 503 and 504 of the Rehabilitation Act as it applies to the work site.	4	6	7	4	6	7	D
62.	Understanding P.L. 94-142: The Education of All Handicapped Children Act as it applies to the work site.	4	6	7	4	5	7	D
63.	Knowing all state special education rules and regulation which apply to one's work site.	4	6	7	4	6	7	D
64.	Identifying major legal issues that shape services for children with special needs and their impact on working practices on the job.	4	6	7	4	6	7	D
65.	Knowing where to find information about current laws and court decisions.	4	5	6	4	5	6	R
66.	Demonstrating a working knowledge of the various levels of advocacy.	4	5	6	4	5	6	R
67.	Identifying common advocacy tools.	4	5	6	4	5	6	R
68.	Explaining when advocacy is needed and at what level.	4	5	6	4	5	6	R
69.	Identifying local, state, and national advocacy agencies.	4	5	6	3	5	6	D
70.	Defining the roles of team members in the planning process.	4	5	7	4	5	6	R
71.	Describing behaviors that make the team process better and those that make it more difficult.	4	5	7	5	5	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
72.	Describing methods for helping parents/guardians to be more effective in the planning process.	4	5	6	4	5	6	R
73.	Describing the composition and function of an inter-disciplinary team meeting.	4	5	7	4	5	6	R
74.	Being aware of how attitudes and values affect outcomes in planning services for children with special needs.	5	6	7	5	6	7	R
75.	Describing the basic parts of the individual IEP program planning process.	4	5	7	4	5	7	D
76.	Taking part in team planning meetings.	4	6	7	4	6	7	D
77.	Reporting own training needs to supervisor or training coordinator.	5	7	7	6	7	7	R
78.	Evaluating task performance of subordinates to determine ability to perform task without direct supervision.	4	6	7	4	6	7	D
79.	Assisting to train new personnel in job-related skills or procedures.	5	6	7	5	6	7	R
80.	Studying reports, policy manuals or training materials in order to improve knowledge.	5	6	7	5	6	7	R
81.	Understanding role of volunteers.	4	6	7	5	6	7	R
82.	Relating appropriately to program volunteers.	5	6	7	5	6	7	R
83.	Observing and recording student's behavior, emotions, general appearance and occupation of time to assess behavior traits and other characteristics.	5	7	7	5	6	7	R
84.	Observing student to assure cleanliness, grooming and appropriateness of attire.	5	6	7	6	7	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
85.	Observing environment to determine or record presence and condition of student.	5	6	7	6	6	7	R
86.	Observing and writing comprehensive behavior notes concerning student's interests, responses, progress in class, etc., as directed.	5	6	7	5	6	7	R
87.	Observing and writing descriptively about student's behavior.	5	6	7	5	6	7	R
88.	Expressing observations in a clear, concise, factual manner, both orally and in writing.	5	7	7	6	7	7	R
89.	Performing Hearing screening.	1	4	6	1	4	6	D
90.	Performing Speech and Language screening.	1	4	6	1	4	6	D
91.	Performing Vision screening.	1	4	6	1	4	6	D
92.	Performing Spinal column impairments screening.	1	3	5	1	3	4	D
93.	Performing Learning Disabilities screening.	1	3	6	1	4	6	D
94.	Knowing special education rules and procedures associated with screening.	3	5	7	3	5	7	D
95.	Demonstrating elementary assessment skills including the ability to pinpoint academic strengths and weaknesses.	3	5	7	3	5	6	D
96.	Analyzing assessment data.	2	4	6	3	4	5	D
97.	Describing the relationship of assessment to goal setting.	3	5	7	3	5	5	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
98.	Understanding the relationship of assessment to selection of intervention strategies and goal achievement.	4	5	7	4	5	6	D
99.	Recognizing the importance of assessing more than just specific student behaviors.	4	6	7	4	6	7	D
100.	Familiarizing self with popularly used assessment instruments.	3	5	7	3	5	6	D
101.	Administering classroom assessment instruments.	3	5	7	3	5	6	D
102.	Scoring and interpreting basic classroom assessment instruments.	2	5	7	2	4	6	D
103.	Counting and recording specific student behaviors as part of assessment process.	4	6	7	4	5	6	R
104.	Implementing daily lesson plans.	5	7	7	[illegible]	6	7	R
105.	Writing daily lessson plans.	1	4	6	2	4	6	D
106.	Recommending changes and adaptations in instructional activities and materials.	4	5	7	4	5	7	D
107.	Sequencing instructional activities assigned by teacher.	5	7	7	5	7	7	R
108.	Implementing recommended procedures associated with basic care of child with special needs.	6	7	7	6	7	7	R
109.	Designing individual program to teach new behavior or modify existing one.	2	5	7	2	5	6	D
110.	Reading and interpreting individual education plan.	4	6	7	4	6	7	D
111.	Updating individual education plan under supervision of teacher or other professional.	5	6	7	5	6	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
112.	Developing techniques to motivate children with special needs to learn new skills.	5	7	7	5	7	7	R
113.	Capitalizing on incidential learning opportunities.	5	7	7	6	7	7	R
114.	Providing opportunities for problem-solving.	5	7	7	5	6	7	R
115.	Working one-to-one with withdrawn students.	6	7	7	6	7	7	R
116.	Following student's daily schedule of activities in order to keep student gainfully occupied.	6	7	7	6	7	7	R
117.	Using behavior management skills as directed by teacher.	7	7	7	7	7	7	R
118.	Using appropriate reinforcement techniques.	6	7	7	7	7	7	R
119.	Training students in personal grooming techniques such as hair brushing, nail clipping, shaving, etc.	5	6	7	6	7	7	R
120.	Training student in basic body hygiene such as tooth-brushing, hand washing, etc.	5	7	7	6	7	7	R
121.	Teaching students self-help skills such as simple household chores, arts and crafts, etc.	5	7	7	6	7	7	R
122.	Training students in dressing techniques including clothing selection, care of clothing, etc.	5	6	7	6	7	7	R
123.	Training student in meal-time skills such as self-feeding, clean-up, etc.	5	7	7	6	7	7	R
124.	Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.	6	7	7	6	7	7	R

R-Retained and D-Deleted

Item	Table 1 (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
125.	Understanding and using appropriate methods in teaching basic reading.	5	7	7	6	7	7	R
126.	Understanding and using appropriate methods in teaching basic math skills.	6	7	7	6	7	7	R
127.	Understanding and using appropriate methods in teaching basic speech and language skills.	6	7	7	6	7	7	R
128.	Understanding and using appropriate methods for teaching academic disciplines of science, geography, civics, etc.	3	5	7	4	5	7	D
129.	Working with a child through a prescribed physical routine.	6	7	7	6	7	7	R
130.	Supervising children in organized play experiences such as non-competitive games or using physical education equipment.	6	7	7	6	7	7	R
131.	Helping children use art materials for creative expression.	6	7	7	5	6	7	R
132.	Reading stories to children.	6	7	7	6	7	7	R
133.	Assisting children to develop concepts of time and space.	6	7	7	6	7	7	R
134.	Presenting health and safety concepts.	6	7	7	6	7	7	R
135.	Selecting, evaluating, and using audio-visual materials such as films, filmstrips, puppets, flannel boards, etc.	5	7	7	5	7	7	R
136.	Answering incoming calls as directed.	5	7	7	5	7	7	R
137.	Helping to supervise lunch and snack-time.	5	7	7	5	7	7	R
138.	Operating duplicating machines and other office equipment.	6	7	7	7	7	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
139.	Ordering and returning audio-visual materials.	5	7	7	5	7	7	R
140.	Getting materials ready for a lesson.	6	7	7	6	7	7	R
141.	Supervising student clean-up and other transitional activity times.	6	7	7	7	7	7	R
142.	Maintaining records such as taking attendance.	6	7	7	7	7	7	R
143.	Inventorying classroom equipment and supplies as needed.	6	7	7	6	7	7	R
144.	Ordering new or additional equipment and supplies as needed.	4	6	7	5	6	7	R
145.	Understanding and applying basic principles of classroom management.	5	7	7	6	7	7	R
146.	Collecting money from students.	4	6	7	5	7	7	R
147.	Supervising outdoor acticities.	6	7	7	6	7	7	R
148.	Maintaining bulletin boards and other classroom displays.	6	7	7	6	7	7	R
149.	Keeping classroom supplies and equipment in order.	6	7	7	6	7	7	R
150.	Preparing routine classroom reports.	5	6	7	5	6	7	R
151.	Demonstrating accurate and neat printing skills.	5	7	7	6	7	7	R
152.	Preparing overhead transparencies.	5	6	7	5	6	7	R
153.	Preparing skill-testing devices.	4	5	7	4	5	7	D
154.	Collecting and storing materials for constructing teacher-made materials.	5	6	7	6	6	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
155.	Preparing skill-testing devices.	4	6	7	5	6	7	R
156.	Preparing large print material.	5	6	7	5	6	7	R
157.	Preparing braille materials.	4	5	7	4	5	7	D
158.	Constructing specialized equipment for physically disabled students.	3	5	7	3	5	7	D
159.	Preparing audio tapes for dyslexic students.	4	5	7	4	5	7	D
160.	Modifying commercially-prepared materials to meet needs of individual handicapped child.	4	5	7	5	5	7	R
161.	Developing and preparing communication boards.	4	5	7	4	5	7	D
162.	Directing students in organized play experiences such as playing games or using adaptive physical education equipment.	6	7	7	6	7	7	R
163.	Working with a child through a prescribed physical routine.	5	7	7	6	7	7	R
164.	Demonstrating knowledge and skills requied to develop recommended behavior shaping procedures.	5	6	7	5	6	7	R
165.	Selecting appropriate reinforcers.	5	6	7	5	6	7	R
166.	Understanding the characterisctics and limitations of punishment.	6	7	7	6	7	7	R
167.	Utilizing the technique of response chaining.	5	6	7	5	6	7	R
168.	Knowing and using the technique of fading.	4	6	7	5	6	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
169.	Presenting a group lesson while monitoring student attending behaviors.	5	6	7	5	6	7	R
170.	Adapting or changing instructional materials or teaching techniques during a lesson to insure student success in the learning process.	5	6	7	5	6	7	R
171.	Washing hads before and after direct physical contact with students.	6	7	7	6	7	7	R
172.	Reporting toxic or hypersensitive medication reaction to appropriate staff.	6	7	7	7	7	7	R
173.	Inspecting student's teeth and brushing teetch of students who cannot perform this task.	4	6	7	4	6	7	D
174.	Maintaining a hygenic classroom environment.	6	7	7	6	7	7	R
175.	Reporting symptoms of illness in students to appropriate personnel.	7	7	7	7	7	7	R
176.	Observing student for evidence of injuries such as cuts or bruises.	6	7	7	7	7	7	R
177.	Cleaning body excreta from student, floors, furniture, etc.	4	6	7	4	6	7	D
178.	Knowing and using correct first aid procedures.	6	7	7	6	7	7	R
179.	Assisting another person who is seizuring.	6	7	7	6	7	7	R
180.	Appropriately storing medication.	5	7	7	6	7	7	R
181.	Taking and recording temperature, pulse, respiration, and blood pressure of student as directed.	3	6	7	3	6	7	D

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
182.	Recongizing, observing and reporting seizures.	6	7	7	6	7	7	R
183.	Describing staff responsibilities related to all phases of medication cycle.	4	6	7	4	6	7	D
184.	Describing common treatment of seizures.	5	6	7	5	6	7	R
185.	Supervising and assisting student in toileting, hygiene and good grooming practices.	5	6	7	5	6	7	R
186.	Reporting significant changes in physical condition of student to supervisor or medical personnel.	6	7	7	7	7	7	R
187.	Completing basic cardio-pulmonary resuscitation course.	5	7	7	5	7	7	R
188.	Earning Basic First Aid Certificate from the American Red Cross.	5	7	7	5	6	7	R
189.	Positioning correctly students with physical disabilities.	6	7	7	6	7	7	R
190.	Transfering students with physical disabilities safely from one place to another.	6	7	7	6	7	7	R
191.	Disarming students of weapons or other dangerous objects.	5	7	7	5	7	7	R
192.	Subduing a violent student in order to preven injury to student and others.	5	7	7	5	7	7	R
193.	Structuring a safe environment.	6	7	7	6	7	7	R
194.	Supervising students in transit in a safe manner.	6	7	7	6	7	7	R
195.	Counting students periodically to insure they all are accounted for.	6	7	7	6	7	7	R

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
196.	Informing authorities of student accidents.	6	7	7	6	7	7	R
197.	Locking or unlocking building, office, cabinets, etc. to control use of access to area.	5	7	7	5	7	7	R
198.	Training students in fire safety, drills and accident prevention.	5	7	7	6	7	7	R
199.	Investigating incidents and injuries involving students and fill out necessary reports.	5	6	7	5	6	7	R
200.	Eliminating hazards in order to prevent injury to students and others.	6	7	7	7	7	7	R
201.	Planning student evacuation in event of fire or other disaster situation.	5	7	7	5	7	7	R
202.	Checking orthopedic appliances, wheelchairs, standing tables, and other specialized equipment for safety factors.	4	7	7	5	6	7	R
203.	Defining and appropriately using terminology commonly associated with special education and various handicapping conditions.	4	6	7	4	6	7	D
204.	Describing the characteristics and causes of various handicapping conditions.	4	5	6	4	5	6	R
205.	Identifying major enviornmental and genetic factors that impact on prenatal development.	3	5	7	3	5	6	D
206.	Identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 0-21.	3	5	7	3	5	6	D
207.	Identifying the major milestones in motor, language, and social development.	3	5	7	3	5	6	D

R-Retained and D-Deleted

Item	Table I (con't)	Round I Q's			Round II Q's			Final Decision
		Q1	Q2	Q3	Q1	Q2	Q3	
208.	Identifying the primary developmental tasks of adulthood.	3	5	6	3	5	6	D
209.	Identifying examples of developmental delay in young children.	4	5	7	3	5	6	D
210.	Defining the principle of narmalization.	3	5	7	3	5	6	D
211.	Understanding the relationship between culture and family expectations of a handicapped child.	4	5	7	4	5	7	D
212.	Recognizing the impact of bilingual/bicultural issues in cognitive, social and language development.	4	5	7	4	5	7	D
213.	Demonstrating knowledge of different types of bilingual programs and benefits/difficulties associated with each of the above.	3	5	7	3	5	7	D
214.	Demonstrating ability to modify/adapt/develop materials and curriculum to meet needs of bilingual child.	3	5	7	3	5	7	D
215.	Demonstrating ability to determine through formal or informal techniques child's proficiency in English and other language system.	3	5	7	3	5	7	D
216.	Demonstrating ability to accept and appreciate differences in culture and to communicate this effectively to child.	5	6	7	5	6	7	R
217.	Communicating effectively with parents from different cultural lifestyles.	5	6	7	5	6	7	R
218.	Communicating with other professionals in the importance of bilingual/bicultural issues.	4	5	7	4	5	7	D

R-Retained and D-Deleted

TABLE 2

Round I Deletions Retained after Round II

Competency Item	
70.	Defining the roles of team members in the planning process.
71.	Describing behaviors that make the team process better and those that make it more difficult.
73.	Describing the composition and function of an inter-disciplinary team meeting.
81.	Understanding role of volunteers.
97.	Describing the relationship of assessment to goal setting.
98.	Understanding the relationship of assessment to selection of intervention strategies and goal achievement.
103.	Counting and recording specific student behaviors as part of assessment process.
144.	Ordering new or additional equipment and supplies as needed.
146.	Collecting money from students.
155.	Preparing a picture file.
160.	Modifying commercially-prepared materials to meet needs of individual handicapped child.
168.	Knowing and using the technique of fading.
202.	Checking orthopedic appliances, wheelchairs, standing tables, and other specialized equipment for safety factors.
204.	Describing the characteristics and causes of various handicapping conditions.

TABLE 3

Round I Retention Deleted After Round II

Competency Item
69. Identifying local, state and national advocacy agencies.

TABLE 4

CATEGORIES OF DELETIONS

Competency Title	Number of Deletions
I. Personal and Professional Competence	
A. Personal and Professional Behavior	0
B. Professional Behavior	1
II. Interpersonal Skills	
A. General Communication Skills	0
B. Interpersonal Skills Competence in Staff Relations	0
C. Interpersonal Skills in Home-Community Relations	2
D. Interpersonal Skills Competencies when relating to students	0
III. Philosophy of Working With Children with Special Needs	
A. Evaluating and Developing a Philosophy of working with children	3
IV. Understanding Legal and Program Issues	
A. Understanding Legal Issues	5
B. Advocacy	1
C. Program Development and Issues	3
V. Recording, Screening and Assessing Children with Special Needs	
A. Observation Skills	0
B. Screening Children for Special Needs	6
C. Assessment Process	6
VI. Utilizes the Individual Education Plan Approach	
A. Individual Education Plan	4
VII. Works Appropriately in The Learning Evnironment	
A. Instructional Skills	1
B. Clerical and Support Skills	0
C. Instructional Materials	5
VIII. Individual and Group Management of Student Behaviors	
A. Individual and Group Management	0

TABLE 4 (continued)

IX.	Responds to Health and Safety Issues	
	A. Responding to Health Issues	4
	B. Safety Matters	0
X.	Knowledge of Human Development	
	A. Typical and Atypical	8
XI.	Bilingual/Bicultural Issues	
	A. Bilingual/Bicultural Issues	5

FINAL PRODUCTS

Using the data presented earlier on Table I the researchers created a check-list form for use by instructors to indicate the course number under which a particular competency was taught, the date the student completed that competency learning and the mastery level attained by the student. Figure 3 is a copy of the checklist of competencies retained after Round II deletions.

The checklist was field tested by instructors of the Special Child Program at San Antonio College. Twenty-five currently enrolled students in the Fall, 1984 semester were observed using the competencies checklist. Results indicated that the checklist was a valid measure of competencies attained. There was no significant disagreement between instructor and student responses to the competency attainment as indicated by the checklist.

The retained competencies were then used to develop a chart as indicated by the DACUM Model. Appendix D is a copy

of the Special Education Paraprofessional Assessment and Recognition Chart. This form in actual use would be reduced and printed on a single sheet of thin tagboard to represent a permanent record of the student's attainment of recognized competencies necessary for special education paraprofessionals.

IDENTIFIED COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES
(TEACHER AIDES)

	Course Number	Date	Mastery Level
I. PERSONAL AND PROFESSIONAL COMPETENCE			
A. The Special Education Educational Aide demonstrates competencies in personal and professional behavior by:			
1. Being positive and cooperative.			
2. Being punctual and dependable.			
3. Being tolerant of a wide range of differences.			
4. Respecting multicultural differences.			
5. Being flexible.			
6. Using good judgment.			
7. Accepting criticism or suggestions with a mature attitude.			
8. Practicing good personal grooming habits.			
9. Displaying good personal mental health.			
10. Demonstrating perseverance.			
11. Possessing adequate physical health and stamina for the job.			
B. The Special Education Educational Aide demonstrates competencies in professional behavior by:			
12. Following instructions.			
13. Keeping information about children and families confidential.			
14. Complementing the teacher's role.			

	Course Number	Date	Mastery Level
15. Assuming responsibility when appropriate.			
16. Functioning independently on familiar tasks.			
17. Participating in self-enrichment activities.			
18. Appreciating and displaying ethical behavior.			
19. Understanding and responding appropriately to moral and ethical issues relating to the job.			
20. Recognizing own limitations and referring to specialist as needed.			
21. Understanding limits of authority.			
22. Attending required training workshops.			
II. DEMONSTRATES INTERPERSONAL SKILLS			
A. The Special Education Educational Aide demonstrates competence in the area of general communication skills by:			
23. Demonstrating appropriate use of telephone.			
24. Using and interpreting non-verbal communications.			
25. Explaining the program to others.			
26. Preparing reports and other written communications correctly.			
27. Establishing and maintaining public relations.			

B. The Special Education Educational Aide demonstrates interpersonal skills competence in staff relations by:

28. Communicating appropriately with supervising teacher and other staff.

29. Explaining needs for supplies and equipment to supervisor.

30. Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job.

31. Participates appropriately at staff meetings.

32. Providing constructive criticism of teacher and/or the school to the proper person for positive change.

33. Relating to professional staff specific information to the student desires to communicate.

34. Conferring with professional staff concerning student's needs or problems.

C. The Special Education Educational Aide demonstrates interpersonal skills in Home-Community Relations by:

35. Communicating effectively with parents.

36. Supporting school regulations, practices, and policies.

37. Keeping information about children and families confidential.

Course Number	Date	Mastery Level

D. The Special Education Educational Aide demonstrates interpersonal skills competencies when relating to students by:

38. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.

39. Redirecting or rechanneling inappropriate or deviant behavior of the student.

40. Relating in language understandable to the student, instructions, messages or other school personnel.

41. Displaying appropriate body language and affect.

42. Counseling student about consequences of behavior in order to enforce rules and regulations.

43. Counseling student in order to manage behavior problems.

44. Talking with student to discover problem and work out possible solution.

45. Encouraging student to use social and recreational activities designed for re-education and rehabilitation.

46. Explaining rules to new student in order to orient student to new program.

47. Introducing new student to facility, staff and other students.

48. Intervening in dispute between students so as to prevent disorder.

49. Directing or guiding student into activities which provide for release of tension or aggression.

Course Number	Date	Mastery Level

	Course Number	Date	Mastery Level
50. Confronting student with inappropriateness of behavior.			
III. EVALUATES AND DEVELOPS PHILOSOPHY OF WORKING WITH CHILDREN WITH SPECIAL NEEDS			
A. The Special Education Educational Aide demonstrates the following competencies in evaluating and developing a philosophy of working with children by:			
51. Understanding the past to gain perspective of special education programs.			
52. Understanding the concept of least restrictive environment.			
53. Developing a personal philosophy of special education.			
IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES			
A. The Special Education Educational Aide demonstrates competencies in the area of advocacy by:			
54. Knowing where to find information about current laws and court decisions.			
55. Demonstrating a working knowledge of the various levels of advocacy.			
56. Identifying common advocacy tools.			
57. Explaining when advocacy is needed and at what level.			
B. The Special Education Educational Aide demonstrates competency in Program Development and Issues by:			
58. Defining the roles of team members in the planning process.			

	Course Number	Date	Mastery Level
59. Describing behaviors that make the team process better and those that make it more difficult.			
60. Describing methods for helping parents/ guardians to be more effective in the planning process.			
61. Describing the composition and function of an interdisciplinary team meeting.			
62. Being aware of how attitudes and values affect outcomes in planning services for children with special needs.			
63. Reporting own training needs to supervisor or training coordinator.			
64. Assisting to train new personnel in job-related skills or procedures.			
65. Studying reports, policy manuals or training materials in order to improve knowledge.			
66. Understanding role of volunteers.			
67. Relating appropriately to program volunteers.			
V. DEMONSTRATES SKILLS IN OBSERVING AND RECORDING, SCREENING AND ASSESSING CHILDREN WITH SPECIAL NEEDS.			
A. The Special Education Educational Aide demonstrates competency in observation skills by:			
68. Observing and recording student's behavior, emotions, general appearance and occupation of time to assess behavior traits and other characteristics.			
69. Observing student to assure cleanliness, grooming and appropriateness of attire.			

	Course Number	Date	Mastery Level
70. Observing environment to determine or record presence and condition of student.			
71. Observing and writing comprehensive behavior notes concerning student's interests, responses, progress in class, etc., ad directed.			
72. Observing and writing descriptively about student's behavior.			
73. Expressing observations in a clear, concise, factual manner, both orally and in writing.			
B. The Special Education Educational Aide demonstrates competency in understanding and participating in the assessment process by:			
74. Describing the relationship of assessment to goal.			
75. Understanding the relationship of assessment to selection of intervention strategies and goal achievement.			
76. Counting and recording specific student behaviors as part of assessment process.			
VI. UTILIZES THE INDIVIDUAL EDUCATION PLAN APPROACH			
A. The Special Education Educational Aide demonstrates competency in utilizing the individual education plan approach by:			
77. Implementing daily lesson plans.			
78. Sequencing instructional activities assigned by teacher.			
79. Implementing recommended procedures associated with basic care of child with special needs.			

	Course Number	Date	Mastery Level
80. Updating individual education plan under supervision of teacher or other professional.			
VII. WORK APPROPRIATELY IN THE LEARNING ENVIRONMENT			
A. The Special Education Educational Aide demonstrates competency in instructional skills by:			
81. Developing techniques to motivate children with special needs to learn new skills.			
82. Capitalizing on incidental learning opportunities.			
83. Providing opportunities for problem-solving.			
84. Working one-to-one with withdrawn students.			
85. Following student's daily schedule of activities in order to keep student gainfully occupied.			
86. Using behavior management skills as directed by teacher.			
87. Using appropriate reinforcement techniques.			
88. Training students in personal grooming techniques such as hair brushing, nail clipping, shaving, etc.			
89. Training students in basic body hygiene such as toothbrushing, hand washing, etc.			
90. Teaching students self-help skills such as simple household chores, arts and crafts, etc.			
91. Training students in dressing techniques including clothing selection, care of clothing, etc.			

	Course Number	Date	Mastery Level
92. Training students in meal-time skills such as self-feeding, clean-up, etc.			
93. Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.			
94. Understanding and using appropriate methods in teaching basic reading.			
95. Understanding and using appropriate methods in teaching basic math skills.			
96. Understanding and using appropriate methods in teaching basic speech and language skills.			
97. Working with a child through a prescribed physical routine.			
98. Supervising children in organized play experiences such as non-competitive games or using physical education equipment.			
99. Helping children use art materials for creative expression.			
100. Reading stories to children.			
101. Assisting children to develop concepts of time and space.			
102. Presenting health and safety concepts.			
103. Selecting, evaluating, and using audio-visual materials such as films, filmstrips, puppets, flannel boards, etc.			

B. The Special Education Educational Aide demonstrates competency in clerical and support skills by:

	Course Number	Date	Mastery Level
104. Answering incoming calls as directed.			
105. Helping to supervise lunch and snack-time.			
106. Operating duplicating machine and other office equipment.			
107. Ordering and returning audio-visual materials.			
108. Getting materials ready for a lesson.			
109. Supervising student clean-up and other transitional activity times.			
110. Maintaining records such as taking attendance.			
111. Inventorying classroom equipment and supplies as needed.			
112. Ordering new or additional equipment and supplies as needed.			
113. Understanding and applying basic principles of classroom management.			
114. Collecting money from students.			
115. Supervising outdoor activities.			
116. Maintaining bulletin boards and other classroom displays.			
117. Keeping classroom supplies and equipment in order.			
118. Preparing routine classroom reports.			

	Course Number	Date	Mastery Level
C. The Special Education Educational Aide demonstrates competency in developing and preparing instructional materials.			
119. Demonstrating accurate and neat printing skills.			
120. Preparing overhead transparencies.			
121. Collecting and storing materials for constructing teacher-made material.			
122. Preparing a picture file.			
123. Preparing large print material.			
124. Modifying commercially-prepared materials to meet needs of individual handicapped child.			
VIII. INDIVIDUAL AND GROUP MANAGEMENT OF STUDENT BEHAVIORS			
A. The Special Education Educational Aide demonstrates competency in individual and group management of student behaviors by:			
125. Directing students in organized play experiences such as playing games or using adaptive physical education equipment.			
126. Working with a child through a prescribed physical routine.			
127. Demonstrating knowledge and skills required to develop recommended behavior shaping procedures.			
128. Selecting appropriate reinforcers.			
129. Understanding the characteristics and limitations of punishment.			

	Course Number	Date	Mastery Level
130. Utilizing the technique of response chaining.			
131. Knowing and using the technique of fading.			
132. Presenting a group lesson while monitoring student attending behaviors.			
133. Adapting or changing instructional materials or teaching techniques during a lesson to insure student success in the learning process.			
IX. RESPONDS TO HEALTH AND SAFETY ISSUES			
A. The Special Education Educational Aide demonstrates competency in responding to health issues by:			
134. Washing hands before and after direct physical contact with students.			
135. Reporting toxic or hypersensitive medication reaction to appropriate staff.			
136. Maintaining a hygienic classroom environment.			
137. Reporting symptoms of illness in students to appropriate personnel.			
138. Observing student for evidence of injuries such as cuts or burises.			
139. Knowing and using correct first aid procedures.			
140. Assisting another person who is seizuring.			
141. Appropriately storing medication.			
142. Recognizing, observing, and reporting seizures.			

	Course Number	Date	Mastery Level
143. Describing common treatment of seizures.			
144. Supervising and assisting student in toileting, hygiene and good grooming practices.			
145. Reporting significant changes in physical condition of student to supervisor or medical personnel.			
146. Completing basic cardio-pulmonary resuscitation course.			
147. Earning Basic First Aid Certificate from the American Red Cross.			
B. The Special Education Educational Aide demonstrates competency in safety matters by:			
148. Positioning correctly students with physical disabilities.			
149. Transferring students with physical disabilities safely from one place to another.			
150. Disarming students of weapons or other dangerous objects.			
151. Subduing a violent student in order to prevent injury to student and others.			
152. Structuring a safe environment.			
153. Supervising students in transit in a safe manner.			
154. Counting students periodically to insure they all are accounted for.			
155. Informing authorities of student accidents.			

	Course Number	Date	Mastery Level
156. Locking or unlocking building, office, cabinets, etc. to control use or access to area.			
157. Training students in fire safety, drills and accident prevention.			
158. Investigating incidents and injuries involving students and fill out necessary reports.			
159. Eliminating hazards in order to prevent injury to students and others.			
160. Planning student evacuation in event of fire or other disaster situation.			
161. Checking orthopedic appliances, wheelchairs, standing tables and other specialized equipment for safety factors.			
X. KNOWLEDGE OF HUMAN DEVELOPMENT: TYPICAL AND ATYPICAL			
A. The Special Education Educational Aide demonstrates competency in knowledge of typical and atypical human development by:			
162. Describing the characteristics and causes of various handicapping conditions.			
XI. BILINGUAL/BICULTURAL ISSUES			
A. The Special Education Educational Aide demonstrates competencies in the area of bilingual/bicultural issues by:			
163. Demonstrating ability to accept and appreciate differences in culture and to communicate this effectively to child.			
164. Communicating effectively with parents from different cultural lifestyles.			

APPENDIX A

ADVISORY COMMITTEE

ADVISORY COMMITTEE MEMBERS

TEA Grant: Competencies for Special Education Educational Aides

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TEA Grant Advisory Committee

November 8, 1982

Madrid Room

San Antonio College

9:00 - 9:15	Greetings from Dean Nellie Thorogood, Occupational Education and Technology Elizabeth Culbertson, Project Director
9:15 - 9:25	Introduction of Committee Members W.L. Shinder
9:30 - 9:45	Description of Research Project Cherryl Fikes, Research Assistant W.L. Shinder, Research Assistant Carroll Parker, TEA Consultant
9:45 -10:00	Progress to date Cherryl Fikes and W.L. Shinder
10:00 -11:30	Review of Competency List and Suggestions for Change
11:30 -12:30	Lunch, Faculty Lounge (next-door to Madrid Room)
12:30 - 1:30	Identification of Questionnaire Recipients
1:30 - 1:45	Wrap-up and Evaluation

COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES

I. PERSONAL AND PROFESSIONAL COMPETENCE

A. The Special Education Educational Aide demonstrates competencies in personal behavior by:

1. Being positive and cooperative
2. Taking pride in the job
3. Being punctual
4. Being dependable
5. Being tolerant
6. Being adaptable
7. Being flexible
8. Being industrious
9. Using good judgement
10. Being courteous
11. Accepting criticism or suggestions with a mature attitude
12. Practicing good personal grooming habits
13. Displaying good personal mental health
14. Having a pleasing voice
15. Demonstrating perserverence
16. Maintaining physical health

B. The Special Education Educational Aide demonstrates competencies in personal behavior by:

17. Following instructions
18. Keeping information about children and families confidential
19. Complementing teachers role

20. Assuming responsibility when appropriate
21. Functioning independently on familiar tasks
22. Participating in community activities
23. Scheduling and using time effectively
24. Participating in self-enrichment activities
25. Appreciating and displaying ethical behavior
26. Responding to moral and social issues
27. Recognizing own limitations and refers to specialist as needed
28. Understanding limits of authority
29. Attending required training workshops

II. DEMONSTRATES INTERPERSONAL SKILLS

A. The Special Education Educational Aide demonstrates competence in the area of general communication skills by:

30. Demonstrating appropriate use of telephone

31. Communicating naturally with children

32. Using and interpreting non-verbal communications

33. Explaining the program to others appropriately

34. Preparing reports and other written communications correctly.

35. Establishing and maintaining public relations

B. The Special Education Educational Aide demonstrates interpersonal skills competences in staff relations by:

36. Communicating appropriately with supervising teacher

37. Communicating appropriately with other school personnel

38. Working effectively and co-operatively with other staff members

39. Explaining needs for supplies and equipment to supervisor

40. Consulting co-worker or supervisor for assistance in dealing with problems arising on the job.

41. Discussing students problems at staff meeting.

42. Providing constructive criticisms of teacher and/or the school to the proper person for positive change

43. Relating to professional staff specific information student desires to communicate.

44. Confering with professional staff concerning student's needs or problems.

C. The Special Education Educational Aide demonstrates interpersonal skill competencies in the area of advocacy by:

45. Demonstrating knowledge of the various levels of advocacy

46. Identifying common advocacy tools

47. Explaining when advocacy is needed and at what level

48. Naming the steps in a successful advocacy process.

49. Identifying local, states, national advocacy agencies.

D. The Special Education Educational Aide demonstrates interpersonal skills in Home-School-Community Relations by:

50. Communicating effectively with parents

51. Relating appropriately to various community agencies that serve children with special needs and their parents.

52. Supporting school regulations practices and policies.

53. Receiving and appropriately transmitting verbal communication from parents to professional staff.

54. Serving as a liason person between school and home, calling parents, scheduling conferences.

E. The Special Education Educational Aide demonstrates interpersonal skills competencies when relating to students by:

55. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.

56. Redirecting or rechanneling inappropriate or deviant behavior of the student.

57. Relating in language understandable to the student, instructions, messages or other information given by professional or other school personnel

58. Counselling student about consequences of behavior in order to enforce rules and regulations.

59. Questioning student in order to determine nature of problem or conflict

60. Counselling student in order to control behavior problems.

61. Talking with student to discover problem and work out possible solution.

62. Encouraging student to use social and recreational activities designed for re-education and rehabilitation.

63. Explaining rules to new student in order to orient student to new program.

64. Introducing new student to facility, staff and other students.

65. Intervening in dispute between students so as to prevent disorder.

66. Directing or guiding student into activities which provide for release of tension or aggression.

67. Confronting student with inappropriateness of behavior.

III. EVALUATES AND DEVELOPS PHILOSOPHY OF WORKINGS WITH CHILDREN WITH SPECIAL NEEDS.

A. The Special Education Educational Aide demonstrates the following competencies in evaluating and developing a philosophy of working with children with special needs by:

68. Analyzing the past to gain perspective of special education programs.

69. Evaluating professional literature.

70. Keeping abreast of new developments in the field.

71. Evaluating the concept of least restrictive environment.

72. Developing a personal philosophy of special education.

73. Describing ones agency's philosophy of service delivery.

74. Relating school-community values and dynamics to program services.

IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES.

A. The Special Education Educational Aide demonstrates competencies in understanding legal issues by:

75. Listing and defining legal responsibilities on the job.

76. Understanding Sec. 503 and 504 of the Rehabilitation Act as it applies to work site.

77. Understanding P.L. 94-142- The Education of All Handicapped Children Act as it applies to work site.

78. Knowing special education rules and regulations associated with the implementation of federal and state laws.

79. Knowing where to find current information about laws and court decisions.

80. Describing the impact of major court decisions on services to children with special needs.

81. Describing the impact of new legislation, court decisions, rules and regulations on the rights of children with special needs and their families.

82. Identifying the impact of legislation on services to children with special needs.

83. Identifying major legal issues that shape services for children with special needs and their impact on working practices on the job.

B. The Special Education Educational Aide demonstrates competency in Program Development and Issues by:

84. Defining the roles of team members in the planning process.

85. Describing behaviors that make the team process better and those that make it more difficult.

86. Outlining the recommended order for planning meetings.

87. Describing methods for helping parents/guardians to be more effective in the planning process.

88. Describing the composition and function of an interdisciplinary team process.

89. Knowing how attitudes and values affect outcomes in planning services for children with special needs.

90. Describing the reasons for and benefits of the program planning process.

91. Describing the basic parts of the individual program planning process.

92. Taking part in team planning meetings

93. Understanding role and responsibilities of related service personnel.

94. Understanding of educational program and facilities.

95. Reporting oron training deficencies to supervisor or training coordinator.

96. Evaluating task performance of subordinates to determine ability to perform procedure without direct supervision.

97. Observing activities of subordinates in order to insure that facility or center policies and procedures are followed.

98. Informing subordinates of administrative changes.

99. Assisting to train new personnel in job-related skills or procedures.

100. Informing supervisor of problems, progress and program activities and making recommendations for improvement.

101. Studying reports, policy manuals or training materials in order to improve knowledge.

102. Evaluating program components to determine whether program is working for particular student.

V. DEMONSTRATES SKILLS IN OBSERVATING AND RECORDING,SCREENING AND ASSESSING CHILDREN WITH SPECIAL NEEDS.

A. The Special Education Educational Aide demonstrates competency in observation skills by:

103. Observing and recording students behavior,emotions, general appearance and occupation of time to assess behavior traits and other characteristics.

104. Observing student to assure cleanliness, grooming and appropriateness of attire.

105. Observing environment to determine or record presence and condition of student.

106. Observing and writing comprehensive behavior notes concerning students interests, responses, progress in class, etc., as directed.

107. Observing and writing descriptively about students behavior.

108. Expressing observations in a clear, concise, factual manner, both orally and in writing.

B. The Special Education Educational Aide demonstrates competency in screening children for special needs by:

109. Performing Hearing screening

110. Performing Speech and Language screening

111. Performing Vision screening

112. Performing Spinal column impairments screening

113. Performing Learning disablities screening

114. Knowing special education rules and procedures associated with screening.

C. The Special Education Educational Aide demonstrates competency in understanding and participating in the assessment process by:

115. Demonstrating elementary assessment skills including the ability to pinpoint academic strengths and weaknesses

116. Analyzing assessment data

117. Describing the relationship of assessment to goal setting

118. Understanding the relationship of assessment to selection of intervention strategies and goal achievement.

119. Recognizing the importance of assessing more than just specific student behaviors.

120. Familiarizing self with popularly used assessment instruments

121. Administering classroom assessment instruments

122. Scoring and interpreting basic classroom assessment instruments

123. Counting and recording specific student behaviors as part of assessment process

VI. UTILIZES THE INDIVIDUAL EDUCATION PLAN APPROACH

The Special Education Educational Aide demonstrates competency in utilizing the individual education plan approach by:

124. Implementing daily lesson plans

125. Writing daily lesson plans

126. Recommending changes and adaptations in instructional activities and materials

127. Sequencing instructional activities assigned by teacher

128. Implementing recommended procedures associated with basic care of child with special needs

129. Designing individual program to teach new behavior or modify existing one.

130. Reading and interpreting individual education plan

131. Updating individual education plan under supervision of teacher or other professional

VII. WORKS APPROPRIATELY IN THE LEARNING ENVIRONMENT

A. The Special Education Educational Aide demonstrates competency in instructional skills by:

132. Developing techniques to motivate children with special needs to learn new skills

133. Capitalizing on incidential learning opportunities

134. Providing opportunities for problem-solving

135. Working one-to-one with withdrawn students

136. Following student's daily schedule of activities in order to keep student gainfully occupied.

137. Using behavior management skills as directed by teacher

138. Using appropriate reinforcement techniques

139. Training students in personal grooming techniques such as hair brushing, nail clipping, shaving etc.

140. Training student in basic body hygiene such as toothbrushing, hand washing,etc.

141. Teaching students self-help skills such as simple household chores, arts and crafts, etc.

142. Training students in dressing techniques including clothing selection care of clothing, etc.

143. Training student in meal-time skills such as self-feeding, clean-up, etc.

144. Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.

145. Understanding and using appropriate methods in teaching basic reading.

146. Understanding and using appropriate methods in teaching basic math skills.

147. Understanding and using appropriate methods in teaching basic speech and language skills.

148. Understanding and using appropriate mentods for teaching academic disciplines of science,geography, civics etc.

149. Working with a child through a prescribed physical routine.

150. Supervising children in organized play experiences such as non-competitive games or using physical education equipment.

151. Helping children use art materials for creative expression.

152. Reading stories to children.

153. Assisting children to develop concepts of time and space.

154. Presenting health and safety concepts.

155. Selecting, evaluating, and using audio-visual materials such as films, filmstrips, puppets, flannel boards, etc.

APPENDIX B

ROUND I QUESTIONAIRE

SAN ANTONIO COLLEGE 1300 SAN PEDRO • (512) 733-2410 • SAN ANTONIO, TEXAS 78284

DEPARTMENT OF CHILD DEVELOPMENT

Dear Friend,

Texas Education Agency has granted us funds to compile and validate a list of competency skills and knowledge needed by special education paraprofessionals. We need your help to complete this project. Attached is a list that indicates competency statements from a variety of programs and current literature. You are asked to indicate your agreement or disagreement with each statement by drawing a circle around the number on the scale from one (disagree) to seven (agree).

For example if you strongly agree that the competency is one that paraprofessionals in special education should have, then you could indicate that as follows:

Disagree Agree
1 2 3 4 5 6 (7)

On the other hand, if you disagree that the statement is necessary, your disagreement should be indicated by circling as follows:

Disagree Agree
(1) 2 3 4 5 6 7

Circling number 4 would indicate that you think the statement is about as important as unimportant; circling any other numbers (2, 3 5, or 6) would indicate respectively increasing levels of agreement or disagreement with the statement, depending upon the direction of your attitudes.

Please respond to every statement; be certain to make only one response per statement. Space has been provided at the end of the questionnaire for any specific statements which you would like to add.

<u>We would appreciate your returning the questionnaire in the enclosed, addressed envelope so that it reaches us by</u>

Responses to this questionnaire will be tabulated as quickly as possible. The questionnaire will be returned to you indicating the group average response. You will be asked to consider this as you respond a second time to the same group of statements.

Sincerely

William L. Shinder, Jr.
Research Assistant

Cherryl Fikes
Research Assistant

WS:db
Encl

PLEASE FILL OUT AND RETURN WITH QUESTIONNAIRE. THE SECOND ROUND QUESTIONNAIRE WILL BE MAILED TO YOU AT THE ADDRESS YOU GIVE.

NAME _____

ADDRESS _____

EMPLOYED BY _____

POSITION _____

THANK YOU.

COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES

QUESTIONNAIRE I

Circle the number indicating the extent to which you agree or disagree that the following statements are characteristics of a quality laboratory training experience.	Disagree ——— Agree
I. PERSONAL AND PROFESSIONAL COMPETENCE	
A. The Special Education Educational Aide demonstrates competencies in personal and professional behavior by:	
1. Being positive and cooperative.	1 2 3 4 5 6 7
2. Being punctual and dependable.	1 2 3 4 5 6 7
3. Being tolerant of a wide range of differences.	1 2 3 4 5 6 7
4. Respecting multicultural differences.	1 2 3 4 5 6 7
5. Being flexible.	1 2 3 4 5 6 7
6. Using good judgement.	1 2 3 4 5 6 7
7. Accepting criticism or suggestions with a mature attitude.	1 2 3 4 5 6 7
8. Practicing good personal grooming habits.	1 2 3 4 5 6 7
9. Displaying good personal mental health.	1 2 3 4 5 6 7
10. Demonstrating perserverance.	1 2 3 4 5 6 7
11. Possessing adequate physical health & stamina for the job.	1 2 3 4 5 6 7
Additions:	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
	1 2 3 4 5 6 7
B. The Special Education Educational Aide demonstrates competencies in professional behavior by:	1 2 3 4 5 6 7
12. Following instructions.	1 2 3 4 5 6 7
13. Keeping information about children and families confidential.	1 2 3 4 5 6 7
14. Complementing the teacher's role.	1 2 3 4 5 6 7

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	Disagree						Agree
15. Assuming responsibility when appropriate.	1	2	3	4	5	6	7
16. Functioning independently on familar tasks.	1	2	3	4	5	6	7
17. Participating in community activities relating to children with special needs.	1	2	3	4	5	6	7
18. Participating in self-enrichment activities.	1	2	3	4	5	6	7
19. Appreciating and displaying ethical behavior.	1	2	3	4	5	6	7
20. Understanding and responding appropriately to moral and ethical issues relating to the job.	1	2	3	4	5	6	7
21. Recognizing own limitations and refering to specialist as needed.	1	2	3	4	5	6	7
22. Understanding limits of authority.	1	2	3	4	5	6	7
23. Attending required training workshops.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
II. DEMONSTRATES INTERPERSONAL SKILLS	1	2	3	4	5	6	7
A. The Special Education Educational Aide demonstrates competence in the area of general communication skills by:							
24. Demonstrating appropriate use of telephone.	1	2	3	4	5	6	7
25. Using and interpreting non-verbal communications.	1	2	3	4	5	6	7
26. Explaining the program to others.	1	2	3	4	5	6	7
27. Preparing reports and other written communications correctly.	1	2	3	4	5	6	7
28. Establishing and maintaining public relations.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

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	Disagree						Agree
B. The Special Education Educational Aide demonstrates interpersonal skills competence in staff relations by:							
29. Communicating appropriately with supervising teacher and other staff.	1	2	3	4	5	6	7
30. Explaining needs for supplies and equipment to supervisor.	1	2	3	4	5	6	7
31. Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job.	1	2	3	4	5	6	7
32. Participates appropriately at staff meetings.	1	2	3	4	5	6	7
33. Providing constructive criticism of teacher and/or the school to the proper person for positive change.	1	2	3	4	5	6	7
34. Relating to professional staff specific information the student desires to communicate.	1	2	3	4	5	6	7
35. Conferring with professional staff concerning student's needs or problems.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
C. The Special Education Educational Aide demonstrates interpersonal skills in Home-Community Relations by:							
36. Communicating effectively with parents.	1	2	3	4	5	6	7
37. Relating appropriately to various community agencies that serve children with special needs and their parents.	1	2	3	4	5	6	7
38. Serving when requested as a liason person between school and home, calling parents, scheduling conferences, etc.	1	2	3	4	5	6	7
39. Supporting school regulations, practices, and policies.	1	2	3	4	5	6	7
40. Keeping information about children and families confidential.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

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	Disagree						Agree
D. The Special Education Educational Aide demonstrates interpersonal skills competencies when relating to students by:							
41. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.	1	2	3	4	5	6	7
42. Redirecting or rechanneling inappropriate or deviant behavior of the student.	1	2	3	4	5	6	7
43. Relating in language understandable to the student, instructions, messages or other information given by professional or other school personnel.	1	2	3	4	5	6	7
44. Displaying appropriate body language and affect.	1	2	3	4	5	6	7
45. Counselling student about consequences of behavior in order to enforce rules and regulations.	1	2	3	4	5	6	7
46. Counselling student in order to manage behavior problems.	1	2	3	4	5	6	7
47. Talking with student to discover problem and work out possible solution.	1	2	3	4	5	6	7
48. Encouraging student to use social and recreational activities designed for re-education and rehabilitation.	1	2	3	4	5	6	7
49. Explaining rules to new student in order to orient student to new program.	1	2	3	4	5	6	7
50. Introducing new student to facility, staff and other students.	1	2	3	4	5	6	7
51. Intervening in dispute between students so as to prevent disorder.	1	2	3	4	5	6	7
52. Directing or guiding student into activities which provide for release of tension or aggression.	1	2	3	4	5	6	7
53. Confronting student with inappropriateness of behavior.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
III. EVALUATES AND DEVELOPS PHILOSOPHY OF WORKING WITH CHILDREN WITH SPECIAL NEEDS	1	2	3	4	5	6	7
A. The Special Education Educational Aide demonstrates the following competencies in evaluating and developing a philosophy of working with children by:							
54. Understanding the past to gain perspective of special education programs.	1	2	3	4	5	6	7
55. Awareness of current issues in professional literature.	1	2	3	4	5	6	7
56. Understanding the concept of least restrictive environment.	1	2	3	4	5	6	7

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	Disagree						Agree
57. Relating school-community values and dynamics to program services.	1	2	3	4	5	6	7
58. Describing one's own agency philosophy of special education.	1	2	3	4	5	6	7
59. Developing a personal philosophy of special education.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES	1	2	3	4	5	6	7
A. The Special Education Educational Aide demonstrates competency in understanding legal issues by:							
60. Listing and defining legal responsibilities on the job.	1	2	3	4	5	6	7
61. Understanding Sec. 503 and 504 of the Rehabilitation Act as it applies to the work site.	1	2	3	4	5	6	7
62. Understanding P.L. 94-142: The Education of All Handicapped Children Act as it applies to the work site.	1	2	3	4	5	6	7
63. Knowing all state special education rules and regulation which apply to one's work site.	1	2	3	4	5	6	7
64. Identifying major legal issues that shape services for children with special needs and their impact on working practices on the job.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
B. The Special Education Educational Aide demonstrates competencies in the area of advocacy by:							
65. Knowing where to find information about current laws and court decisions.	1	2	3	4	5	6	7
66. Demonstrating a working knowledge of the various levels of advocacy.	1	2	3	4	5	6	7
67. Identifying common advocacy tools.	1	2	3	4	5	6	7
68. Explaining when advocacy is needed and at what level.	1	2	3	4	5	6	7

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	Disagree						Agree
69. Identifying local, state and national advocacy agencies.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
C. The Special Education Educational Aide demonstrates competency in Program Development and Issues by:							
70. Defining the roles of team members in the planning process.	1	2	3	4	5	6	7
71. Describing behaviors that make the team process better and those that make it more difficult.	1	2	3	4	5	6	7
72. Describing methods for helping parents/guardians to be more effective in the planning process.	1	2	3	4	5	6	7
73. Describing the composition and function of an interdisciplinary team meeting.	1	2	3	4	5	6	7
74. Being aware of how attitudes and values affect outcomes in planning services for children with special needs.	1	2	3	4	5	6	7
75. Describing the basic parts of the individual IEP program planning process.	1	2	3	4	5	6	7
76. Taking part in team planning meetings.	1	2	3	4	5	6	7
77. Reporting own training needs to supervisor or training coordinator.	1	2	3	4	5	6	7
78. Evaluating task performance of subordinates to determine ability to perform task without direct supervision.	1	2	3	4	5	6	7
79. Assisting to train new personnel in job-related skills or procedures.	1	2	3	4	5	6	7
80. Studying reports, policy manuals or training materials in order to improve knowledge.	1	2	3	4	5	6	7
81. Understanding role of volunteers.	1	2	3	4	5	6	7
82. Relating appropriately to program volunteers.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

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	Disagree						Agree
V. DEMONSTRATES SKILLS IN OBSERVATING AND RECORDING, SCREENING AND ASSESSING CHILDREN WITH SPECIAL NEEDS.							
A. The Special Education Educational Aide demonstrates competency in observation skills by:							
83. Observing and recording student's behavior, emotions, general appearance and occupation of time to assess behavior traits and other characteristics.	1	2	3	4	5	6	7
84. Observing student to assure cleanliness, grooming and appropriateness of attire.	1	2	3	4	5	6	7
85. Observing environment to determine or record presence and condition of student.	1	2	3	4	5	6	7
86. Observing and writing comprehensive behavior notes concerning student's interests, responses, progress in class, etc., as directed	1	2	3	4	5	6	7
87. Observing and writing descriptively about student's behavior.	1	2	3	4	5	6	7
88. Expressing observations in a clear, concise, factual manner, both orally and in writing.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
B. The Special Education Educational Aide demonstrates competency in screening children for special needs by:							
89. Performing Hearing screening.	1	2	3	4	5	6	7
90. Performing Speech and Language screening.	1	2	3	4	5	6	7
91. Performing Vision screening	1	2	3	4	5	6	7
92. Performing Spinal column impairments screening.	1	2	3	4	5	6	7
93. Performing Learning Disabilities screening.	1	2	3	4	5	6	7
94. Knowing special education rules and procedures associated with screening.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

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	Disagree						Agree
C. The Special Education Educational Aide demonstrates competency in understanding and participating in the assessment process by:							
95. Demonstrating elementary assessment skills including the ability to pinpoint academic strengths and weaknesses.	1	2	3	4	5	6	7
96. Analyzing assessment data.	1	2	3	4	5	6	7
97. Describing the relationship of assessment to goal setting.	1	2	3	4	5	6	7
98. Understanding the relationship of assessment to selection of intervention strategies and goal achievement.	1	2	3	4	5	6	7
99. Recognizing the importance of assessing more than just specific student behaviors.	1	2	3	4	5	6	7
100. Familiarizing self with popularly used assessment instruments.	1	2	3	4	5	6	7
101. Administering classroom assessment instruments.	1	2	3	4	5	6	7
102. Scoring and interpreting basic classroom assessment instruments.	1	2	3	4	5	6	7
103. Counting and recording specific student behaviors as part of assessment process.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
VI. UTILIZES THE INDIVIDUAL EDUCATION PLAN APPROACH	1	2	3	4	5	6	7
The Special Education Educational Aide demonstrates competency in utilizing the individual education plan approach by:							
104. Implementing daily lesson plans.	1	2	3	4	5	6	7
105. Writing daily lesson plans.	1	2	3	4	5	6	7
106. Recommending changes and adaptations in instructional activities and materials.	1	2	3	4	5	6	7
107. Sequencing instructional activities assigned by teacher.	1	2	3	4	5	6	7
108. Implementing recommended procedures associated with basic care of child with special needs.	1	2	3	4	5	6	7
109. Designing individual program to teach new behavior or modify existing one.	1	2	3	4	5	6	7
110. Reading and interpreting individual education plan.	1	2	3	4	5	6	7

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	Disagree						Agree
111. Updating individual education plan under supervision of teacher or other professional.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
VII. WORKS APPROPRIATELY IN THE LEARNING ENVIRONMENT							
A. The Special Education Educational Aide demonstrates competency in instructional skills by:							
112. Developing techniques to motivate children with special needs to learn new skills.	1	2	3	4	5	6	7
113. Capitalizing on incidential learning opportunities.	1	2	3	4	5	6	7
114. Providing opportunities for problem-solving.	1	2	3	4	5	6	7
115. Working one-to-one with withdrawn students.	1	2	3	4	5	6	7
116. Following student's daily schedule of activities in order to keep student gainfully occupied.	1	2	3	4	5	6	7
117. Using behavior management skills as directed by teacher.	1	2	3	4	5	6	7
118. Using appropriate reinforcement techniques.	1	2	3	4	5	6	7
119. Training students in personal grooming techniques such as hair brushing, nail clipping, shaving, etc.	1	2	3	4	5	6	7
120. Training student in basic body hygiene such as toothbrushing, hand washing, etc.	1	2	3	4	5	6	7
121. Teaching students self-help skills such as simple household chores, arts and crafts, etc.	1	2	3	4	5	6	7
122. Training students in dressing techniques including clothing selection, care of clothing, etc.	1	2	3	4	5	6	7
123. Training student in meal-time skills such as self-feeding, clean-up, etc.	1	2	3	4	5	6	7
124. Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.	1	2	3	4	5	6	7
125. Understanding and using appropriate methods in teaching basic reading.	1	2	3	4	5	6	7
126. Understanding and using appropriate methods in teaching basic math skills.	1	2	3	4	5	6	7
127. Understanding and using appropriate methods in teaching basic speech and language skills.	1	2	3	4	5	6	7

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	Disagree						Agree
128. Understanding and using appropriate methods for teaching academic disciplines of science, geography, civics, etc.	1	2	3	4	5	6	7
129. Working with a child through a prescribed physical routine.	1	2	3	4	5	6	7
130. Supervising children in organized play experiences such as non-competitive games or using physical education equipment.	1	2	3	4	5	6	7
131. Helping children use art materials for creative expression.	1	2	3	4	5	6	7
132. Reading stories to children.	1	2	3	4	5	6	7
133. Assisting children to develop concepts of time and space.	1	2	3	4	5	6	7
134. Presenting health and safety concepts.	1	2	3	4	5	6	7
135. Selecting, evaluating, and using audio-visual materials such as films, filmstrips, puppets, flannel boards, etc.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
8. The Special Education Educational Aide demonstrates competency in clerical and support skills by:							
136. Answering incoming calls as directed.	1	2	3	4	5	6	7
137. Helping to supervise lunch and snack-time.	1	2	3	4	5	6	7
138. Operating duplicating machines and other office equipment.	1	2	3	4	5	6	7
139. Ordering and returning audio-visual materials.	1	2	3	4	5	6	7
140. Getting materials ready for a lesson.	1	2	3	4	5	6	7
141. Supervising student clean-up and other transitional activity times.	1	2	3	4	5	6	7
142. Maintaining records such as taking attendance.	1	2	3	4	5	6	7
143. Inventorying classroom equipment and supplies as needed.	1	2	3	4	5	6	7
144. Ordering new or additional equipment and supplies as needed.	1	2	3	4	5	6	7
145. Understanding and applying basic principles of classroom management.	1	2	3	4	5	6	7
146. Collecting money from students.	1	2	3	4	5	6	7
147. Supervising outdoor activities.	1	2	3	4	5	6	7
148. Maintaining bulletin boards and other classroom displays.	1	2	3	4	5	6	7
149. Keeping classroom supplies and equipment in order.	1	2	3	4	5	6	7

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	Disagree						Agree
150. Preparing routine classroom reports.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
C. The Special Education Educational Aide demonstrates competency in developing and preparing instructional materials by:							
151. Demonstrating accurate and neat printing skills.	1	2	3	4	5	6	7
152. Preparing overhead transparencies.	1	2	3	4	5	6	7
153. Preparing skill-testing devices.	1	2	3	4	5	6	7
154. Collecting and storing materials for constructing teacher-made material.	1	2	3	4	5	6	7
155. Preparing a picture file.	1	2	3	4	5	6	7
156. Preparing large print material.	1	2	3	4	5	6	7
157. Preparing braille materials.	1	2	3	4	5	6	7
158. Constructing specialized equipment for physically disabled students.	1	2	3	4	5	6	7
159. Preparing audio tapes for dyslexic students.	1	2	3	4	5	6	7
160. Modifying commercially-prepared materials to meet needs of individual handicapped child.	1	2	3	4	5	6	7
161. Developing and preparing communication boards.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

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	Disagree						Agree
VIII. INDIVIDUAL AND GROUP MANAGEMENT OF STUDENT BEHAVIORS							
The Special Education Educational Aide demonstrates competency in individual and group management of student behaviors by:							
162. Directing students in organized play experiences such as playing games or using adaptive physical education equipment.	1	2	3	4	5	6	7
163. Working with a child through a prescribed physical routine.	1	2	3	4	5	6	7
164. Demonstrating knowledge and skills required to develop recommended behavior shaping procedures.	1	2	3	4	5	6	7
165. Selecting appropriate reinforcers.	1	2	3	4	5	6	7
166. Understanding the characteristics and limitations of punishment.	1	2	3	4	5	6	7
167. Utilizing the technique of response chaining.	1	2	3	4	5	6	7
168. Knowing and using the technique of fading.	1	2	3	4	5	6	7
169. Presenting a group lesson while monitoring student attending behaviors.	1	2	3	4	5	6	7
170. Adapting or changing instructional materials or teaching techniques during a lesson to insure student success in the learning process.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
IX. RESPONDS TO HEALTH AND SAFETY ISSUES							
A. The Special Education Educational Aide demonstrates competency in responding to health issues by:							
171. Washing hands before and after direct physical contact with students.	1	2	3	4	5	6	7
172. Reporting toxic or hypersensitive medication reaction to appropriate staff.	1	2	3	4	5	6	7
173. Inspecting student's teeth and brushing teeth of students who cannot perform this task.	1	2	3	4	5	6	7
174. Maintaining a hygenic classroom environment.	1	2	3	4	5	6	7
175. Reporting symptoms of illness in students to appropriate personnel.	1	2	3	4	5	6	7
176. Observing student for evidence of injuries such as cuts or bruises.	1	2	3	4	5	6	7

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177. Cleaning body excreta from student, floors, furniture, etc.	1	2	3	4	5	6	7
178. Knowing and using correct first aid procedures.	1	2	3	4	5	6	7
179. Assisting another person who is seizuring.	1	2	3	4	5	6	7
180. Appropriately storing medication.	1	2	3	4	5	6	7
181. Taking and recording temperature, pulse, respiration, and blood pressure of student as directed.	1	2	3	4	5	6	7
182. Recognizing, observing and reporting seizures.	1	2	3	4	5	6	7
183. Describing staff responsibilities related to all phases of medication cycle.	1	2	3	4	5	6	7
184. Describing common treatment of seizures.	1	2	3	4	5	6	7
185. Supervising and assisting student in toileting, hygiene and good grooming practices.	1	2	3	4	5	6	7
186. Reporting significant changes in physical condition of student to supervisor or medical personnel.	1	2	3	4	5	6	7
187. Completing basic cardio-pulmonary resuscitation course.	1	2	3	4	5	6	7
188. Earning Basic First Aid Certificate from the American Red Cross.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
B. The Special Education Educational Aide demonstrates competency in safety matters by:							
189. Positioning correctly students with physical disabilities.	1	2	3	4	5	6	7
190. Transfering students with physical disabilities safely from one place to another.	1	2	3	4	5	6	7
191. Disarming students of weapons or other dangerous objects.	1	2	3	4	5	6	7
192. Subduing a violent student in order to prevent injury to student and others.	1	2	3	4	5	6	7
193. Structuring a safe environment.	1	2	3	4	5	6	7
194. Supervising students in transit in a safe manner.	1	2	3	4	5	6	7

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	Disagree						Agree
195. Counting students periodically to insure they all are accounted for.	1	2	3	4	5	6	7
196. Informing authorities of student accidents.	1	2	3	4	5	6	7
197. Locking or unlocking building, office, cabinets, etc. to control use or access to area.	1	2	3	4	5	6	7
198. Training students in fire safety, drills and accident prevention.	1	2	3	4	5	6	7
199. Investigating incidents and injuries involving students and fill out necessary reports.	1	2	3	4	5	6	7
200. Eliminating hazards in order to prevent injury to students and others.	1	2	3	4	5	6	7
201. Planning student evacuation in event of fire or other disaster situation.	1	2	3	4	5	6	7
202. Checking orthopedic appliances, wheelchairs, standing tables and other specialized equipment for safety factors.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
X. KNOWLEDGE OF HUMAN DEVELOPMENT: TYPICAL AND ATYPICAL							
The Special Education Educational Aide demonstrates competency in knowledge of typical and atypical human development by:							
203. Defining and appropriately using terminology commonly associated with special education and various handicapping conditions.	1	2	3	4	5	6	7
204. Describing the characteristics and causes of various handicapping conditions.	1	2	3	4	5	6	7
205. Identifying major environmental and genetic factors that impact on prenatal development	1	2	3	4	5	6	7
206. Identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 0-21.	1	2	3	4	5	6	7
207. Identifying the major milestones in motor, language and social development.	1	2	3	4	5	6	7
208. Identifying the primary developmental tasks of adulthood.	1	2	3	4	[illegible]	6	7
209. Identifying examples of developmental delay in young children.	1	2	3	4	5	6	7
210. Defining the principle of normalization.	1	2	3	4	5	6	7
211. Understanding the relationship between culture and family expectations of a handicapped child.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7

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	Disagree						Agree
Additions (cont)	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
XI. BILINGUAL/BICULTURAL ISSUES							
The Special Education Educational Aide demonstrates competencies in the area of bilingual/bicultural issues by:							
212. Recognizing the impact of bilingual/bicultural issues in cognitive, social and language development.	1	2	3	4	5	6	7
213. Demonstrating knowledge of different types of bilingual programs and benefits/difficulties associated with each of the above.	1	2	3	4	5	6	7
214. Demonstrating ability to modify/adapt/develop materials and curriculum to meet needs of bilingual child.	1	2	3	4	5	6	7
215. Demonstrating ability to determine through formal or informal tichniques child's proficiency in English and other language system.	1	2	3	4	5	6	7
216. Demonstrating ability to accept and appreciate differences in culture and to communicate this effectively to child.	1	2	3	4	5	6	7
217. Communicating effectively with parents from different cultural lifestyles.	1	2	3	4	5	6	7
218. Communicating with other professionals the importance of bilingual/bicultural issues.	1	2	3	4	5	6	7
Additions:	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7
	1	2	3	4	5	6	7

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APPENDIX C

ROUND II QUESTIONAIRE

SAN ANTONIO COLLEGE

1300 SAN PEDRO • (512) 733-2410 • SAN ANTONIO, TEXAS 78284

DEPARTMENT OF CHILD DEVELOPMENT

Dear Friend,

We greatly appreciate your response to our first questionnaire concerning competencies needed by paraprofessionals working with handicapped children.

The time you took to respond to the Round I Questionnaire is a demonstrtion of your commitment and interest in this project. In order for your Round I responses to be used in the final analysis, we need a continuation of that commitment in responding to this Round II Questionnaire and returning it in the stamped envelope by .

We recognize the amount of time your continued participation requires and appreciate your support of our Texas Education Agency research project. We will be sending you a copy of the validated instrument at the conclusion of the study.

Sincerely,

Cherryl Ekes
Research Assistant

W. L. Shinder, Jr.
Research Assistant

WLS:db

Encl

QUESTIONNAIRE II

INSTRUCTIONS:

Enclosed is the second (and final!) round of statements which relate to competencies needed by paraprofessionals working with handicapped children. Your responses to Questionnaire I are hand marked in the right margin so that you may review your answers to each statement.

Also printed on Questionnaire II is the summary of all responses to Questionnaire I. This summary is given in terms of the Median and Quartiles (Q_1 and Q_3). Look at the example below:

EXAMPLE:

$Q_1 = 1$	$Q_2 = 4$	$Q_3 = 6$
1	2 3 4 5	6 7
A.	B.	C.

A. 25% of the people answered here.

B. 50% of the people answered here.

C. 25% of the people answered here.

In this example, the range of answers is very wide. This wide range indicates that the people answering this question did not agree.

In Questionnaire II, this statement would look like this:

105. Writing lesson plans	Q_1=1 Q_2=4 Q_3=6	1 2 3 4 5 6 7

Now, please go through this questionnaire and consider again your answers. Please respond to each statement even if your answer should remain the same as last time. You may answer using any number from 1 to 7.

COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDES

QUESTIONNAIRE II

Circle the number indicating the extent to which you agree or disagree that the following statements are characteristics of a quality laboratory training experience.		Disagree ——— Agree
I. PERSONAL AND PROFESSIONAL COMPETENCE		
A. The Special Education Educational Aide demonstrates competencies in personal and professional behavior by:		
1. Being positive and cooperative.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
2. Being punctual and dependable.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
3. Being tolerant of a wide range of differences.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
4. Respecting multicultural differences.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
5. Being flexible.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
6. Using good judgement.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
7. Accepting criticism or suggestions with a mature attitude.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
8. Practicing good personal grooming habits.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
9. Displaying good personal mental health.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
10. Demonstrating perserverance.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
11. Possessing adequate physical health & stamina for the job.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
B. The Special Education Educational Aide demonstrates competencies in professional behavior by:		
12. Following instructions.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
13. Keeping information about children and families confidential.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7
14. Complementing the teacher's role.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1 2 3 4 5 6 7

		Disagree						Agree
15. Assuming responsibility when appropriate.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
16. Functioning independently on familar tasks.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
17. Participating in community activities relating to children with special needs.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7
18. Participating in self-enrichment activities.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
19. Appreciating and displaying ethical behavior.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
20. Understanding and responding appropriately to moral and ethical issues relating to the job.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
21. Recognizing own limitations and refering to specialist as needed.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
22. Understanding limits of authority.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
23. Attending required training workshops.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
II. DEMONSTRATES INTERPERSONAL SKILLS								
A. The Special Education Educational Aide demonstrates competence in the area of general communication skills by:								
24. Demonstrating appropriate use of telephone.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
25. Using and interpreting non-verbal communications.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
26. Explaining the program to others.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
27. Preparing reports and other written communications correctly.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
28. Establishing and maintaining public relations.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7

		Disagree						Agree
B. The Special Education Educational Aide demonstrates interpersonal skills competence in staff relations by:								
29. Communicating appropriately with supervising teacher and other staff.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
30. Explaining needs for supplies and equipment to supervisor.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
31. Consulting co-worker and/or supervisor for assistance in dealing with problems arising on the job.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
32. Participates appropriately at staff meetings.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
33. Providing constructive criticism of teacher and/or the school to the proper person for positive change.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
34. Relating to professional staff specific information the student desires to communicate.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
35. Conferring with professional staff concerning student's needs or problems.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
C. The Special Education Educational Aide demonstrates interpersonal skills in Home-Community Relations by:								
36. Communicating effectively with parents.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
37. Relating appropriately to various community agencies that serve children with special needs and their parents.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
38. Serving when requested as a liason person between school and home, calling parents, scheduling conferences, etc.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
39. Supporting school regulations, practices, and policies.	$Q_1 = 6$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
40. Keeping information about children and families confidential.	$Q_1 = 7$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7

		Disagree						Agree
D. The Special Education Educational Aide demonstrates interpersonal skills competencies when relating to students by:								
41. Persuading student to use dentures, glasses, hearing aids, braces, etc. when such devices are appropriate.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
42. Redirecting or rechanneling inappropriate or deviant behavior of the student.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
43. Relating in language understandable to the student, instructions, messages or other information given by professional or other school personnel.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
44. Displaying appropriate body language and affect.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
45. Counselling student about consequences of behavior in order to enforce rules and regulations.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
46. Counselling student in order to manage behavior problems.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
47. Talking with student to discover problem and work out possible solution.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
48. Encouraging student to use social and recreational activities designed for re-education and rehabilitation.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
49. Explaining rules to new student in order to orient student to new program.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
50. Introducing new student to facility, staff and other students.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
51 Intervening in dispute between students so as to prevent disorder.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
52. Directing or guiding student into activities which provide for release of tension or aggression.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
53. Confronting student with inappropriateness of behavior.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
III. EVALUATES AND DEVELOPS PHILOSOPHY OF WORKING WITH CHILDREN WITH SPECIAL NEEDS								
A. The Special Education Educational Aide demonstrates the following competencies in evaluating and developing a philosophy of working with children by:								
54. Understanding the past to gain perspective of special education programs.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
55. Awareness of current issues in professional literature.	Q1 = 4 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
56. Understanding the concept of least restrictive environment.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7

		Disagree						Agree
57. Relating school-community values and dynamics to program services.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7
58. Describing one's own agency philosophy of special education.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
59. Developing a personal philosophy of special education.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES								
A. The Special Education Educational Aide demonstrates competency in understanding legal issues by:								
60. Listing and defining legal responsibilities on the job.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
61. Understanding Sec. 503 and 504 of the Rehabilitation Act as it applies to the work site.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7
62. Understanding P.L. 94-142: The Education of All Handicapped Children Act as it applies to the work site	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
63. Knowing all state special education rules and regulation which apply to one's work site.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
64. Identifying major legal issues that shape services for children with special needs and their impact on working practices on the job.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
B. The Special Education Educational Aide demonstrates competencies in the area of advocacy by:								
65. Knowing where to find information about current laws and court decisions.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 6$	1	2	3	4	5	6	7
66. Demonstrating a working knowledge of the various levels of advocacy.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 6$	1	2	3	4	5	6	7
67. Identifying common advocacy tools.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 6$	1	2	3	4	5	6	7
68. Explaining when advocacy is needed and at what level.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 6$	1	2	3	4	5	6	7

		Disagree						Agree
69. Identifying local, state and national advocacy agencies.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 6$	1	2	3	4	5	6	7
C. The Special Education Educational Aide demonstrates competency in Program Development and Issues by:								
70. Defining the roles of team members in the planning process.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7
71. Describing behaviors that make the team process better and those that make it more difficult.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7
72. Describing methods for helping parents/guardians to be more effective in the planning process.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 6$	1	2	3	4	5	6	7
73. Describing the composition and function of an interdisciplinary team meeting.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7
74. Being aware of how attitudes and values affect outcomes in planning services for children with special needs.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
75. Describing the basic parts of the individual IEP program planning process.	$Q_1 = 4$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7
76. Taking part in team planning meetings.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
77. Reporting own training needs to supervisor or training coordinator.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
78. Evaluating task performance of subordinates to determine ability to perform task without direct supervision.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
79. Assisting to train new personnel in job-related skills or procedures.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
80. Studying reports, policy manuals or training materials in order to improve knowledge.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
81. Understanding role of volunteers.	$Q_1 = 4$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
82. Relating appropriately to program volunteers.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7

		Disagree						Agree
V. DEMONSTRATES SKILLS IN OBSERVATING AND RECORDING. SCREENING AND ASSESSING CHILDREN WITH SPECIAL NEEDS.								
A. The Special Education Educational Aide demonstrates competency in observation skills by:								
83. Observing and recording student's behavior, emotions, general appearance and occupation of time to assess behavior traits and other characteristics.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
84. Observing student to assure cleanliness, grooming and appropriateness of attire	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
85. Observing environment to determine or record presence and condition of student.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
86. Observing and writing comprehensive behavior notes concerning student's interests, responses, progress in class, etc., as directed	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
87. Observing and writing descriptively about student's behavior.	$Q_1 = 5$ $Q_2 = 6$ $Q_3 = 7$	1	2	3	4	5	6	7
88. Expressing observations in a clear, concise, factual manner, both orally and in writing.	$Q_1 = 5$ $Q_2 = 7$ $Q_3 = 7$	1	2	3	4	5	6	7
B. The Special Education Educational Aide demonstrates competency in screening children for special needs by:								
89. Performing Hearing screening.	$Q_1 = 1$ $Q_2 = 4$ $Q_3 = 6$	1	2	3	4	5	6	7
90. Performing Speech and Language screening.	$Q_1 = 1$ $Q_2 = 4$ $Q_3 = 6$	1	2	3	4	5	6	7
91. Performing Vision screening	$Q_1 = 1$ $Q_2 = 4$ $Q_3 = 6$	1	2	3	4	5	6	7
92. Performing Spinal column impairments screening.	$Q_1 = 1$ $Q_2 = 3$ $Q_3 = 5$	1	2	3	4	5	6	7
93. Performing Learning Disabilities screening.	$Q_1 = 1$ $Q_2 = 3$ $Q_3 = 6$	1	2	3	4	5	6	7
94. Knowing special education rules and procedures associated with screening	$Q_1 = 3$ $Q_2 = 5$ $Q_3 = 7$	1	2	3	4	5	6	7

		Disagree						Agree
C.	The Special Education Educational Aide demonstrates competency in understanding and participating in the assessment process by:							
95.	Demonstrating elementary assessment skills including the ability to pinpoint academic strengths and weaknesses.	1	2	3	4	5	6	7
96.	Analyzing assessment data.	1	2	3	4	5	6	7
97.	Describing the relationship of assessment to goal setting.	1	2	3	4	5	6	7
98.	Understanding the relationship of assessment to selection of intervention strategies and goal achievement.	1	2	3	4	5	6	7
99.	Recognizing the importance of assessing more than just specific student behaviors.	1	2	3	4	5	6	7
100.	Familiarizing self with popularly used assessment instruments.	1	2	3	4	5	6	7
101.	Administering classroom assessment instruments.	1	2	3	4	5	6	7
102.	Scoring and interpreting basic classroom assessment instruments.	1	2	3	4	5	6	7
103.	Counting and recording specific student behaviors as part of assessment process.	1	2	3	4	5	6	7

VI.	UTILIZES THE INDIVIDUAL EDUCATION PLAN APPROACH							
	The Special Education Educational Aide demonstrates competency in utilizing the individual education plan approach by:							
104.	Implementing daily lesson plans.	1	2	3	4	5	6	7
105.	Writing daily lesson plans.	1	2	3	4	5	6	7
106.	Recommending changes and adaptations in instructional activities and materials.	1	2	3	4	5	6	7
107.	Sequencing instructional activities assigned by teacher.	1	2	3	4	5	6	7
108.	Implementing recommended procedures associated with basic care of child with special needs.	1	2	3	4	5	6	7
109.	Designing individual program to teach new behavior or modify existing one.	1	2	3	4	5	6	7
110.	Reading and interpreting individual education plan.	1	2	3	4	5	6	7

		Disagree						Agree
111. Updating individual education plan under supervision of teacher or other professional.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
VII. WORKS APPROPRIATELY IN THE LEARNING ENVIRONMENT								
A. The Special Education Educational Aide demonstrates competency in instructional skills by:								
112. Developing techniques to motivate children with special needs to learn new skills.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
113. Capitalizing on incidential learning opportunities.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
114. Providing opportunities for problem-solving.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
115. Working one-to-one with withdrawn students.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
116. Following student's daily schedule of activities in order to keep student gainfully occupied.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
117. Using behavior management skills as directed by teacher.	Q1 = 7 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
118. Using appropriate reinforcement techniques.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
119. Training students in personal grooming techniques such as hair brushing, nail clipping, shaving, etc.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
120. Training student in basic body hygiene such as toothbrushing, hand washing, etc.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
121. Teaching students self-help skills such as simple household chores, arts and crafts, etc.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
122. Training students in dressing techniques including clothing selection, care of clothing, etc.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
123. Training student in meal-time skills such as self-feeding, clean-up, etc.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
124. Supervising students in planned activity as directed by professional staff, such as recreational director, teacher, speech therapist, etc.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
125. Understanding and using appropriate methods in teaching basic reading.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
126. Understanding and using appropriate methods in teaching basic math skills.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
127. Understanding and using appropriate methods in teaching basic speech and language skills.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7

		Disagree						Agree
128. Understanding and using appropriate methods for teaching academic disciplines of science, geography, civics, etc.	Q 1= 5 Q 2= 5 Q 3= 7	1	2	3	4	5	6	7
129. Working with a child through a prescribed physical routine.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
130. Supervising children in organized play experiences such as non-competitive games or using physical education equipment.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
131. Helping children use art materials for creative expression.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
132. Reading stories to children.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
133. Assisting children to develop concepts of time and space.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
134. Presenting health and safety concepts.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
135. Selecting, evaluating, and using audio-visual materials such as films, filmstrips, puppets, flannel boards, etc.	Q 1= 5 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
B. The Special Education Educational Aide demonstrates competency in clerical and support skills by:								
136. Answering incoming calls as directed.	Q 1= 5 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
137. Helping to supervise lunch and snack-time.	Q 1= 5 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
138. Operating duplicating machines and other office equipment.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
139. Ordering and returning audio-visual materials.	Q 1= 5 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
140. Getting materials ready for a lesson.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
141. Supervising student clean-up and other transitional activity times.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
142. Maintaining records such as taking attendance.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
143. Inventorying classroom equipment and supplies as needed.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
144. Ordering new or additional equipment and supplies as needed.	Q 1= 4 Q 2= 6 Q 3= 7	1	2	3	4	5	6	7
145. Understanding and applying basic principles of classroom management.	Q 1= 5 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
146. Collecting money from students.	Q 1= 4 Q 2= 6 Q 3= 7	1	2	3	4	5	6	7
147. Supervising outdoor activities.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
148. Maintaining bulletin boards and other classroom displays.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7
149. Keeping classroom supplies and equipment in order.	Q 1= 6 Q 2= 7 Q 3= 7	1	2	3	4	5	6	7

		Disagree						Agree
150. Preparing routine classroom reports.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
C. The Special Education Educational Aide demonstrates competency in developing and preparing instructional materials by:								
151. Demonstrating accurate and neat printing skills.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
152. Preparing overhead transparencies.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
153. Preparing skill-testing devices.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
154. Collecting and storing materials for constructing teacher-made material.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
155. Preparing a picture file.	Q1 = 4 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
156. Preparing large print material.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
157. Preparing braille materials.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
158. Constructing specialized equipment for physically disabled students.	Q1 = 3 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
159. Preparing audio tapes for dyslexic students.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
160. Modifying commercially-prepared materials to meet needs of individual handicapped child.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
161. Developing and preparing communication boards.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7

		Disagree						Agree
VIII. INDIVIDUAL AND GROUP MANAGEMENT OF STUDENT BEHAVIORS								
The Special Education Educational Aide demonstrates competency in individual and group management of student behaviors by:								
162. Directing students in organized play experiences such as playing games or using adaptive physical education equipment.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
163. Working with a child through a prescribed physical routine.	Q1 = 5 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
164. Demonstrating knowledge and skills required to develop recommended behavior shaping procedures.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
165. Selecting appropriate reinforcers.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
166. Understanding the characteristics and limitations of punishment.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
167. Utilizing the technique of response chaining.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
168. Knowing and using the technique of fading.	Q1 = 4 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
169. Presenting a group lesson while monitoring student attending behaviors.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
170. Adapting or changing instructional materials or teaching techniques during a lesson to insure student success in the learning process.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
IX. RESPONDS TO HEALTH AND SAFETY ISSUES								
A. The Special Education Educational Aide demonstrates competency in responding to health issues by:								
171. Washing hands before and after direct physical contact with students.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
172. Reporting toxic or hypersensitive medication reaction to appropriate staff.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
173. Inspecting student's teeth and brushing teeth of students who cannot perform this task.	Q1 = 4 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
174. Maintaining a hygenic classroom environment.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
175. Reporting symptoms of illness in students to appropriate personnel.	Q1 = 7 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7
176. Observing student for evidence of injuries such as cuts or bruises.	Q1 = 6 Q2 = 7 Q3 = 7	1	2	3	4	5	6	7

		Disagree						Agree
177. Cleaning body excreta from student, floors, furniture, etc.	Q_1 = 4 Q_2 = 6 Q_3 = 7	1	2	3	4	5	6	7
178. Knowing and using correct first aid procedures.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
179. Assisting another person who is seizuring.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
180. Appropriately storing medication.	Q_1 = 5 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
181. Taking and recording temperature, pulse, respiration, and blood pressure of student as directed.	Q_1 = 3 Q_2 = 6 Q_3 = 7	1	2	3	4	5	6	7
182. Recognizing, observing and reporting seizures.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
183. Describing staff responsibilities related to all phases of medication cycle.	Q_1 = 4 Q_2 = 6 Q_3 = 7	1	2	3	4	5	6	7
184. Describing common treatment of seizures.	Q_1 = 5 Q_2 = 6 Q_3 = 7	1	2	3	4	5	6	7
185. Supervising and assisting student in toileting, hygiene and good grooming practices.	Q_1 = 5 Q_2 = 6 Q_3 = 7	1	2	3	4	5	6	7
186. Reporting significant changes in physical condition of student to supervisor or medical personnel.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
187. Completing basic cardio-pulmonary resuscitation course.	Q_1 = 5 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
188. Earning Basic First Aid Certificate from the American Red Cross.	Q_1 = 5 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
B. The Special Education Educational Aide demonstrates competency in safety matters by:								
189. Positioning correctly students with physical disabilities.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
190. Transfering students with physical disabilities safely from one place to another.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
191. Disarming students of weapons or other dangerous objects.	Q_1 = 5 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
192. Subduing a violent student in order to prevent injury to student and others.	Q_1 = 5 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
193. Structuring a safe environment.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7
194. Supervising students in transit in a safe manner.	Q_1 = 6 Q_2 = 7 Q_3 = 7	1	2	3	4	5	6	7

			Disagree						Agree
195.	Counting students periodically to insure they all are accounted for.	1 = 6 2 = 7 3 = 7	1	2	3	4	5	6	7
196.	Informing authorities of student accidents.	1 = 6 2 = 7 3 = 7	1	2	3	4	5	6	7
197.	Locking or unlocking building, office, cabinets, etc. to control use or access to area.	1 = 5 2 = 7 3 = 7	1	2	3	4	5	6	7
198.	Training students in fire safety, drills and accident prevention.	1 = 5 2 = 7 3 = 7	1	2	3	4	5	6	7
199.	Investigating incidents and injuries involving students and fill out necessary reports.	1 = 5 2 = 6 3 = 7	1	2	3	4	5	6	7
200.	Eliminating hazards in order to prevent injury to students and others.	1 = 6 2 = 7 3 = 7	1	2	3	4	5	6	7
201.	Planning student evacuation in event of fire or other disaster situation.	1 = 5 2 = 7 3 = 7	1	2	3	4	5	6	7
202.	Checking orthopedic appliances, wheelchairs, standing tables and other specialized equipment for safety factors.	1 = 4 2 = 7 3 = 7	1	2	3	4	5	6	7

X.	KNOWLEDGE OF HUMAN DEVELOPMENT: TYPICAL AND ATYPICAL								
	The Special Education Educational Aide demonstrates competency in knowledge of typical and atypical human development by:								
203.	Defining and appropriately using terminology commonly associated with special education and various handicapping conditions.	1 = 4 2 = 6 3 = 7	1	2	3	4	5	6	7
204.	Describing the characteristics and causes of various handicapping conditions.	1 = 3 2 = 5 3 = 7	1	2	3	4	5	6	7
205.	Identifying major environmental and genetic factors that impact on prenatal development	1 = 3 2 = 5 3 = 7	1	2	3	4	5	6	7
206.	Identifying the primary physical, cognitive, social and emotional characteristics of children and youth ages 0-21.	1 = 3 2 = 5 3 = 7	1	2	3	4	5	6	7
207.	Identifying the major milestones in motor, language and social development.	1 = 3 2 = 5 3 = 7	1	2	3	4	5	6	7
208.	Identifying the primary developmental tasks of adulthood.	1 = 3 2 = 5 3 = 6	1	2	3	4	5	6	7
209.	Identifying examples of developmental delay in young children.	1 = 4 2 = 5 3 = 7	1	2	3	4	5	6	7
210.	Defining the principle of normalization.	1 = 3 2 = 5 3 = 7	1	2	3	4	5	6	7
211.	Understanding the relationship between culture and family expectations of a handicapped child.	1 = 4 2 = 5 3 = 7	1	2	3	4	5	6	7

		Disagree						Agree
XI. BILINGUAL/BICULTURAL ISSUES								
The Special Education Educational Aide demonstrates competencies in the area of bilingual/bicultural issues by:								
212. Recognizing the impact of bilingual/bicultural issues in cognitive, social and language development.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
213. Demonstrating knowledge of different types of bilingual programs and benefits/difficulties associated with each of the above.	Q1 = 3 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
214. Demonstrating ability to modify/adapt/develop materials and curriculum to meet needs of bilingual child.	Q1 = 3 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7
215. Demonstrating ability to determine through formal or informal tichniques child's proficiency in English and other language system.	Q1 = 3 Q2 = 5 Q3 = 7		2	3	4	5	6	7
216. Demonstrating ability to accept and appreciate differences in culture and to communicate this effectively to child.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
217. Communicating effectively with parents from different cultural lifestyles.	Q1 = 5 Q2 = 6 Q3 = 7	1	2	3	4	5	6	7
218. Communicating with other professionals the importance of bilingual/bicultural issues.	Q1 = 4 Q2 = 5 Q3 = 7	1	2	3	4	5	6	7

SAN ANTONIO COLLEGE 1300 SAN PEDRO • (512) 733-2410 • SAN ANTONIO, TEXAS 78284

DEPARTMENT OF CHILD DEVELOPMENT

Dear Friend,

We have missed hearing from you on the second round questionnaire. We really need your help.

In case you have misplaced your questionaire, we are sending you another copy. Please, please take time from your busy schedule and fill out this questionnaire for us.

Your assistance is greatly appreciated.

Sincerely,

W. L. Shinder
Project Facilitator

Cheryl Fikes
Project Facilitator

WLS:db

Encl

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APPENDIX D

DACUM CHART OF COMPETENCIES FOR SPECIAL EDUCATION EDUCATIONAL AIDS

Competency Attainment Record For Special Education Educational Aides

Instructor Course No. Date Name: _____

4	A	Can perform this skill without supervision or assistance and can lead others in performing it
	B	Can perform this skill without supervision or assistance with initiative and adaptability to special problem situations
	C	Can perform this skill without supervision or assistance with proficency in speed and quality
3		Can perform this skill satisfactorily without assistance and/or supervision
2		Can perform this skill satisfactorily but requires periodic supervision and/or assistance
1		Can perform parts of the skill satisfactorily but requires instruction and supervision to perform the entire skill
0		Has some knowledge and limited experience but not sufficient for participation in a work environment

Ratings on the chart are based on industrial performance standards. They are confirmed by an instructor (a skilled and experienced person from this occupation) who views and evaluates performance as he would in the role of employer or supervisor

I. PERSONAL AND PROFESSIONAL COMPETENCE	Being positive and cooperative.	Being punctual and dependable.	Being tolerant of a wide range of differences.
II. DEMONSTRATES INTERPERSONAL SKILLS	Demonstrating appropriate use of telephone.	Using and interpreting non-verbal communications.	Explaining the program to others
III. DEVELOPS PHILOSOPHY OF WORKING WITH CHILDREN WITH SPECIAL NEEDS	Understanding the past to gain perspective of special education programs.	Understanding the concept of least restrictive environment.	Developing a personal philosophy of special education.
IV. UNDERSTANDS LEGAL AND PROGRAM ISSUES	Knowing where to find information about current laws and court decisions.	Demonstrating a working knowledge of the various levels of advocacy.	Identifying common advocacy tools
V. DEMONSTRATES SKILLS IN OBSERVING CHILDREN WITH SPECIAL NEEDS.	Observing and recording student's behavior, and other characteristics.	Observing student to assure cleanliness, grooming and appropriateness of attire.	Observing environment to determine or record presence and condition of student.
VI. UTILIZES THE INDIVIDUAL EDUCATION PLAN APPROACH.	Implementing daily lesson plans.	Sequencing instructional activities assigned by teacher.	Implementing procedures associated with basic care of child with special needs.
VII. WORK APPROPRIATELY IN THE LEARNING ENVIRONMENT	Developing techniques to motivate children with special needs to learn new skills.	Capitalizing on incidental learning opportunities.	Providing opportunities for problem solving.
VIII. INDIVIDUAL AND GROUP MANAGEMENT OF STUDENT BEHAVIORS	Directing students in organized play experiences using adaptive physical education equip.	Working with a child through a prescribed physical routine.	Demonstrating knowledge and skills to develop behavior shaping procedures.
IX. RESPONDS TO HEALTH AND SAFETY ISSUES.	Washing hands before and after direct physical contact with students.	Reporting toxic or hypersensitive medication reaction to appropriate staff.	Maintaining a hygienic classroom environment.

I. Respecting multicultural differences.	Being flexible.	Using good judgement.	Accepting criticism or suggestions with a mature attitude.
II. Preparing reports and other written communications correctly.	Establishing and maintaining public relations.	Communicating appropriately with supervising teacher and other staff.	Explaining needs for supplies and equipment to supervisor.
IV. Explaining when advocacy is needed and at what level.	Defining the role of team members in the planning process.	Describing behaviors that make the team process better and those that make it more difficult.	Describing the composition and function of an interdisciplinary team meeting.
V. Observing and writing comprehensive behavior note concerning student interest, responses progress, etc.	Observing and writing descriptively about student's behavior.	Expressing observations in a clear, concise manner, orally and in writing.	Describing the relationship of assessment to goal.
VI. Updating individual education plan under supervision of teacher or other professional.			
VII. Working one-to-one with withdrawn students.	Following student's daily schedule of activities in order to keep students gainfully occupied.	Using behavior management skills as directed by teacher.	Using appropriate reinforcement techniques.
VIII. Selecting appropriate reinforcers.	Understanding the characteristics and limitations of punishment.	Utilizing the technique of response chaining.	Knowing and using the technique of fading.
IX. Reporting symptoms of illness in student to appropriate personnel	Observing student for evidence of injuries such as cuts or bruises.	Knowing and using correct first aid procedures.	Assisting another person who is seizuring.

I. Practicing good personal grooming habits.	Displaying good personal mental health.	Demonstrating perseverance.	Possessing adequate physical health and stamina for the job.
II. Consulting co-worker and/or supervisor for assistance with problem on job.	Participates appropriately at staff meetings.	Providing constructive criticism of teacher/school to proper person for positive change.	Relating to professional staff specific info. to student desires to communicate.
IV. Being aware of how attitudes and values affect outcomes in planning services.	Reporting own training needs to supervisor or training coordinator.	Assisting to train new personnel in job related skills or procedures.	Studying reports, manuals or training materials in order to improve knowledge.
V. Understanding relationship of assessment of intervention strategies and goal achievement.	Counting and recording specific student behaviors as part of assessment process.		
VII. Training students in personal grooming techniques.	Training students in basic body hygiene, as toothbrushing, handwashing, etc.	Teaching students self-help skills as simple household chores, arts & crafts etc.	Teaching students dressing technique as clothing selection, care of clothing, etc.
VIII. Presenting a group lesson while monitoring student attending behaviors.	Adapting or changing materials/ techniques to insure success in learning process.		
IX. Appropriately storing medication.	Recognizing, observing, and reporting seizures.	Describing common treatment of seizures.	Supervising and assisting student in hygiene and grooming practices.

I. Following instructions.	Keeping information about children and families confidential.	Complementing the teacher's role.	Assuming responsibility when appropriate.
II. Conferring with professional staff concerning student's needs or problems.	Communicating effectively with parents.	Supporting school regulations, practices, and policies.	Keeping information about children and families confidential.
IV. Understanding role of volunteers.	Relating appropriately to program volunteers.	Describing methods for helping parents/guardians to be more effective in planning process.	
VII. Training students in mealtime skills as self-feeding, clean-up, etc.	Supervising students in planned activity as directed by professional staff.	Understanding and using appropriate methods in teaching basic math skills.	Understanding and using appropriate methods in teaching basic speech & language skills.
IX. Reporting significant changes in physical conditions of student to supervisor.	Completing basic cardio - pulmonary resuscitation course.	Earning Basic First Aid Certificate from the American Red Cross.	Posotioning correctly students with physical disabilities.

I. Functioning independently on familiar tasks.	Participating in self-enrichment activities.	Appreciating and displaying ethical behavior.	Understanding and responding appropriately to moral and ethical issues relating to job.
II. Persuading student to use dentures, glasses, hearing aids, etc.	Redirecting or rechanneling inappropriate or deviant behavior.	Relating in language understandable to the student, instructions, messages or other school personnel.	Displaying appropriate body language and affect.
VII. Understanding and using appropriate methods in teaching basic reading .	Working with a child through a prescribed physical routine.	Supervising children in organized play experiences as non-competitive games or using p.e. equipment.	Helping children use art materials for creative expression.
IX. Transferring students with physical disabilities safely from one place/another	Disarming students of weapons or other dangerous objects.	Subduing a violent student in order to prevent injury to student & others.	Structuring a safe environment.

I. Recognizing own limitations and referring to specialist as needed.	Understanding limits of authority.	Attending required training workshops.	
II. Counseling student of behavior in order to enforce rules & regulations.	Counseling student in order to manage behavior problems.	Talking with student to discover problem and work out possible solution.	Encouraging student to use activities designed for re-education & re-habilitation.
VII. Reading stories to children.	Assisting children to develop concepts of time and space.	Presenting health and safety concepts.	Selecting, evaluating, and using audio visual materials.
IX. Supervising students in transit in a safe manner.	Counting students periodically to insure they are all accounted for.	Informing authorities of student accidents.	Locking or unlocking building, office cabinets, etc. to control use of area

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II. Explaining rules to new student in order to orient student	Introducing new student to facility, staff and other students.	Intervening in dispute between students so as to prevent disorder.	Directing or guiding student into activities which release aggression
VII. Answering incoming calls as directed.	Helping to supervise lunch and snack time.	Operating duplicating machine and other office equipment.	Ordering and returning audio-visual materials.
IX. Training students in fire safety, drills, and accident prevention.	Investigating incidents & injuries involving students and fill out report	Eliminating hazards in order to prevent injury to student and others.	Planning student evacuation in event of fire or disaster situation.

II. Confronting student with inappropriateness of behavior.			
VII. Getting materials ready for a lesson.	Supervising student clean up and other transitional activity times.	Maintaining records such as taking attendance.	Inventorying classroom equipment and supplies needed.
IX. Checking orthopedic appliances, wheelchairs, etc. for safety factors.			

VII. Ordering new or additional equipment and supplies as needed.	Understanding and applying basic principles of classroom management.	Collecting money from students.	Supervising outdoor activities
X. KNOWLEDGE OF HUMAN DEVELOPMENT: TYPICAL AND ATYPICAL	Describing characteristics and causes of various handicapping conditions		

VII. Maintaining bulletin boards and other classroom displays.	Keeping classroom supplies and equipment in order.	Preparing routine classroom reports.	Demonstrating accurate and neat printing skills.
XI. BILINGUAL/ BICULTURAL ISSUES	Demonstrating ability to accept and appreciate differences in culture.	Communicating effectively with parents from different cultural lifestyles.	

VII. Preparing overhead transparencies.	Collecting and storing materials for constructing teacher made material	Preparing large print material.	Modifying commercially-prepared materials to meet needs of individual handicapped child.

VII. Preparing a picture file.			